

# School and Community

Vol. XVI

DECEMBER, 1930.

No. 10

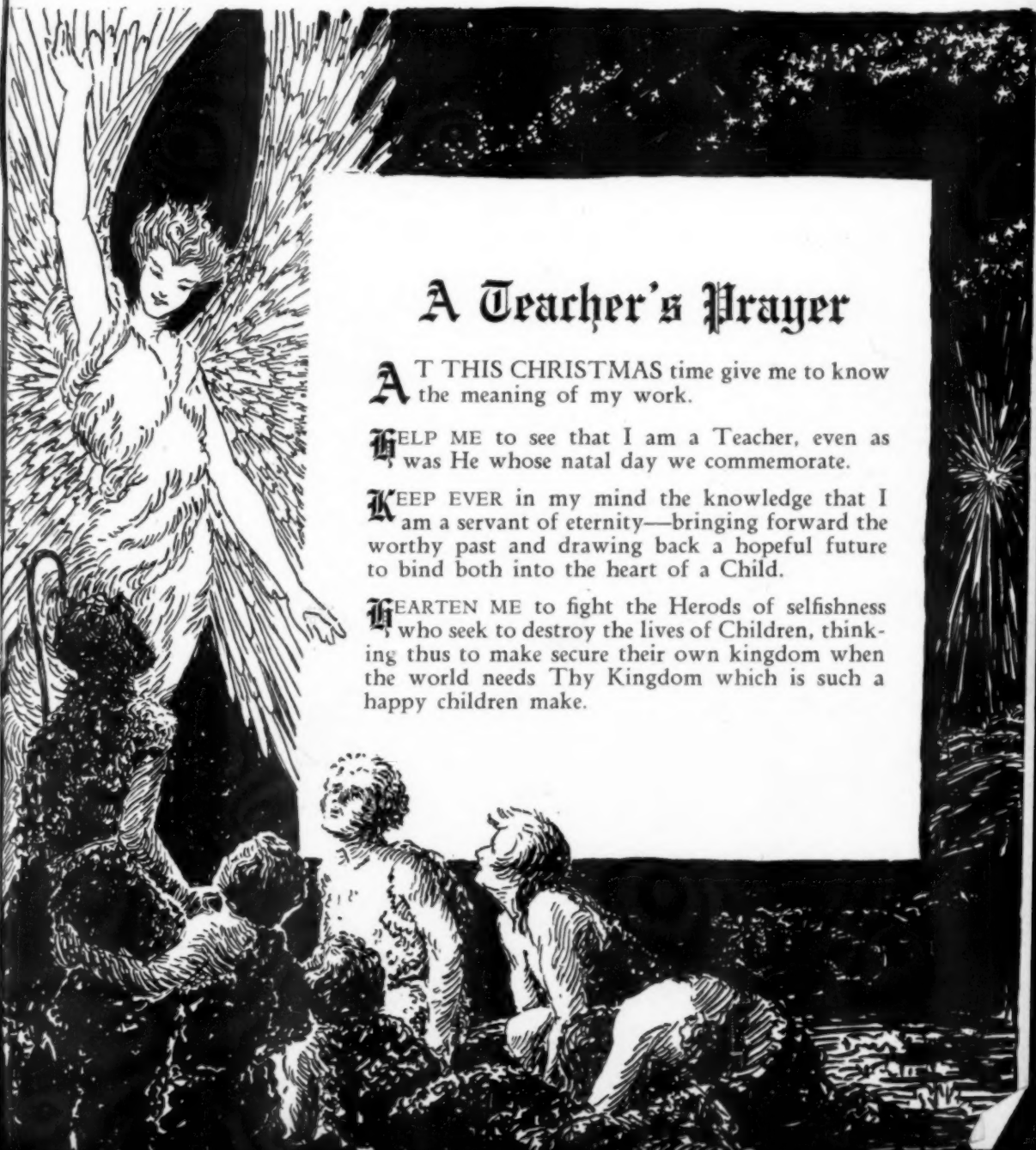
## A Teacher's Prayer

**A**T THIS CHRISTMAS time give me to know the meaning of my work.

**H**ELP ME to see that I am a Teacher, even as I was He whose natal day we commemorate.

**K**EEP EVER in my mind the knowledge that I am a servant of eternity—bringing forward the worthy past and drawing back a hopeful future to bind both into the heart of a Child.

**H**EARTEN ME to fight the Herods of selfishness who seek to destroy the lives of Children, thinking thus to make secure their own kingdom when the world needs Thy Kingdom which is such a happy children make.



# SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XVI

DECEMBER, 1930.

No. 10

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Next Meeting, St. Louis, November 11-14, 1931.

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# SOMETHING MUST BE DONE ABOUT TAXES

THE United States has made great forward strides in the last 40 years in national wealth, in population, in industrial development and in business generally, including imports and exports. Railway investment, earnings, expenses and traffic also have grown rapidly in that period, but railway taxes have grown faster than any of the other factors. The tax bill of the American railroads in 1890 was \$31,000,000. In 1929 it was \$306,682,634, an increase of 1180 per cent.

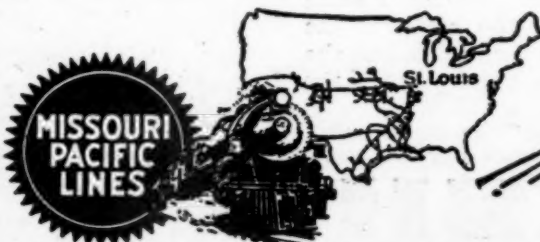
**Q** This means that nearly one-fourth of the net operating revenues of the American railroads was paid to various federal, state and local governments. In other words it means that *nearly one-fourth of the total effort of railways now is devoted to producing net operating revenue sufficient to pay the taxes on railway property as a whole.*

**Q** Every industry has felt the increasing burden of taxation and every industry is devoting attention to its own tax troubles. The public as a whole recognizes the grave problem that has resulted from the fact that taxes are rising steadily and growing progressively more burdensome, but *something must be done about it.*

**Q** In considering the tax problems of this country, however, it should be remembered that while railroad tax, period 1890 to 1929, increased 1180 per cent, taxes other than those paid by the railways increased only 952 per cent. The railway tax growth was one-fourth greater than that of the tax bill of other industries and individuals combined.

**Q** At the end of 1929 railway taxes had mounted to a larger annual total than ever before. Railway taxes were greater last year than in any corresponding period in history and they absorbed 6.32 cents of each gross dollar received by the railways.

**Q** The rise in railway taxes in the last 40 years therefore is 13 times the growth in population and three times the gain in national wealth in this country and this is a problem which demands and deserves the most careful consideration of every citizen.

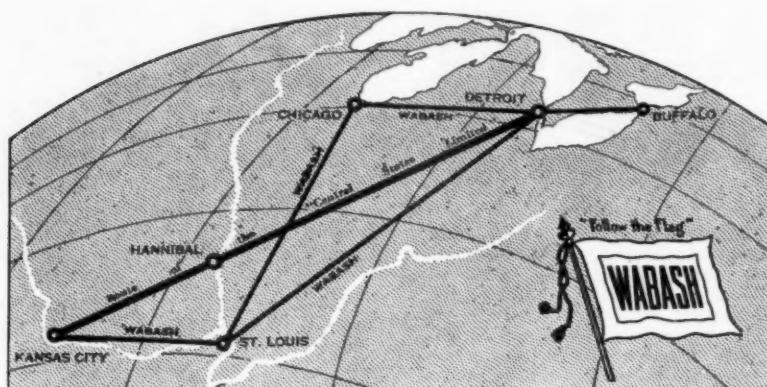


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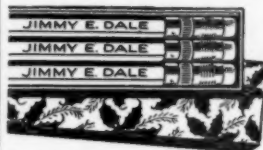
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# EDITORIAL

**"INVESTING IN PUBLIC EDUCATION"** is the title of the latest Research Bulletin issued by the National Education Association. From the tables of data given **MISSOURI'S RANK AGAIN.** in this bulletin the following facts relative to Missouri's rank in comparative effort are derived.

If expenditures for life insurance be taken as an index of each state's ability to support education, then our state ranks 41st in effort. If expenditures for the construction of buildings be considered an index of ability, then we rank 45th in effort. Considering expenditures for passenger automobiles as an index of strength, we stand 41st in effort.

When certain luxuries such as chewing gum, tobacco, movies, etc., are taken as an indication of ability, our effort sags to 43rd place.

Figures from this bulletin also show that only nine states surpass us in total income, and only eight states stand ahead of us in our ranking according to the ratio of federal taxes to incomes. But, 39 states stand above Missouri in the ratio of state and local taxes to income, a fact which the Associated Industries has with great painstaking overlooked in their numerous blasts against the high costs of government. They have also been careful not to see that in ratio of local and state taxes to wealth we are surpassed by 43 states.

These figures mean that if Missourians spent as liberally for schools as they do for insurance, we could step

ahead of 32 states that now stand ahead of us in this regard. 36 states that now stand ahead of us would be behind us, if we spent for education as liberally as we spend for building. We could give 28 states the "go-by" if we were as fond of supporting schools as we are of buying automobiles, and if we were as thoroughly in favor of good schools as we are of chewing gum, tobacco and movies, we could wave 32 of our sister states good-bye as we passed them on the educational highway.

Well, as school people, we have to take our hats off to insurance agents in the matter of salesmanship. Automobile manufacturers have surpassed us in making the public want their goods and tobacco advertisers make our feeble efforts look like nothing.

Who was it that said the people of the United States were going crazy over education?

**T**HE ALL-STATE Orchestra which for the first time was a feature of the state program proved its worth.

## A NEW FEATURE

In itself it is worthwhile. As a means of fostering music in the high schools it is invaluable. Missouri schools, generally speaking, have not been as alert to the values of music as they should be. By too many it has been regarded as one of the less needful things which can, in the stress of hard times, be dispensed with. I wonder if a saner view would not be that many of the so-called fundamentals could better be discarded from the curriculum than music.

When we come to realize the potentialities of music in determining character, in providing a wholesome elevating use for leisure time, in transmitting tastes and attitudes necessary for good citizenship and the more abundant life, will we not give music a large place in our scheme of education, even if doing so might make it necessary to curtail work in some of the so-called practical subjects which are less beneficial to the whole life of man?

**N**EARLY EVERY YEAR the annual Convention of the M. S. T. A. brings from the attending members

#### **A GREAT MEETING**

superlative expressions of appreciation of the program. This year these expressions seemed to be unusually numerous. The weather was ideal. The attendance was large. In these later years the great numbers attending have made registration impossible and consequently attendance could only be estimated. This year admission by ticket to the Byrd lecture gave opportunity to check pretty accurately the teacher attendance at this meeting. Teachers presented membership tickets and were issued admission checks to the number of 7600. Many purchased tickets directly in order to secure more desirable seats. Conservatively speaking 8000 teachers attended the Byrd lecture, either in the afternoon or evening.

In this connection we must express appreciation of the generous and co-operative attitude of the Women's Chamber of Commerce who were financially responsible for this program. The teachers also deserve commendation for keeping good natured about the confusion and inconvenience which the situation made unavoidable.

President Gerling has reason to feel

proud of the program he arranged. Only those who have shouldered this responsibility know the difficulties attending the making of a program for this convention and the anxiety suffered lest plans which depend on so many different individuals go awry. President Gerling is entitled to, and has, the grateful appreciation of the entire organization for his development and management of one of the best programs ever had by our Association.

The Assembly of Delegates with its more than 600 members excites the admiration of the observer by the efficiency with which it dispatches important business and its freedom from hysteria which might be expected to manifest itself occasionally in such bodies. Mr. Charles H. Williams as Chairman with the advice of Dr. C. H. McClure as parliamentarian guided the deliberations with the success born of a clear head and a disposition to be fair and impartial in all matters before the convention.

The Committee Reports were unusually clear and significant. Some of the more important ones are published in this issue. The others will be published in later issues. They constitute the real history of our work and should be familiar to every teacher.

We have reason to be proud of our new officers. While it appears that we have lost the practice which was well nigh a tradition of electing our presidents alternately from the male and female contingents of our profession, all are agreed that no one could have been found who would lend more grace, dignity, and ability to the presidency than will Supt. Jno. L. Bracken of Clayton. The return of two former members to the Executive Committee, Supt. H. J. Gerling and Mrs. M. T.

Harvey indicates that the nominating committee and the Assembly consider the coming year of such importance as to require the services of people of known ability and tested loyalty to our program.

Viewed from the standpoint of the

list of speakers on the general, divisional and department programs or from the accomplishments of the work of the Assembly of Delegates, or from the general spirit of harmony and goodwill that characterized the convention—it was a great meeting.

## RESOLUTIONS ADOPTED BY THE KANSAS CITY CONVENTION

### TO THE MEMBERS OF THE ASSEMBLY OF DELEGATES:

We, your Committee, submit the following resolutions:  
BE IT RESOLVED:

#### I.

That we appreciate the hospitality of the Teachers Cooperative Council of Kansas City, of the Press and of the Civic Organizations whose welcome and efforts have contributed much to the success of our meeting.

#### II.

That we commend the President of the Missouri State Teachers Association, Superintendent H. J. Gerling, and other officers of the Association for the very excellent program provided and the care of the details incident to the meeting.

#### III.

That we believe the success and growth of the Missouri State Teachers Association and the progress of education in Missouri have been greatly influenced through the efforts of our Secretary, Mr. E. M. Carter, and the Editor of SCHOOL AND COMMUNITY, Mr. Thos. J. Walker, and we wish to express to them our hearty appreciation of their work.

#### IV.

That we express regret at the loss from the educational forces of the state of the former President of our Association, Dean M. G. Neale, who has moved to another field of work.

#### V.

That we lament the tragic death of Superintendent C. E. Chrane, who served as Chairman of the Assembly of Delegates so efficiently one year ago.

#### VI.

That we endorse the action of the recent Radio Conference at Chicago, in its effort to preserve for educational institutions the freedom of the air in the use of radio channels. We recommend that a committee of the Missouri State Teachers Association bring this matter to the attention of our members of Congress.

#### VII.

That the Missouri State Teachers Association does hereby endorse the program of observance of the Two Hundredth Anniversary of the Birth of George Washington, to take place in 1932; that we accept with appreciation, the invitation of the George Washington Bicentennial Commission, and that we pledge this organization to extend earnest cooperation to the United States Commission in all possible ways, so that future generations of American citizens may be inspired to live according to the example and precepts of Washington's exalted life and character, and thus perpetuate the American Republic.

#### VIII.

That we endorse the program of the Missouri State Survey Commission which was authorized by the Fifty-fifth General Assembly and appointed by

Governor Henry S. Caulfield. We believe that from the standpoint of both educational opportunity and educational support its principles and recommendations are in accord with the ideals of equality and justice and that its specific recommendations offer reasonable and logical solution of most pressing educational and economic problems.

SIGNED

GENEVIEVE TURK, Chairman  
A. H. BAILEY, Secretary.

### THE FOLLOWING RESOLUTIONS WERE OFFERED FROM THE FLOOR AND ADOPTED

#### BE IT RESOLVED:

1. That it is the sense of this meeting that we approve the plan of the N. E. A. Department of Superintendence to raise a one million dollar research fund for additional research, and pledge ourselves to give the project wholehearted support, in order to make it a success in Missouri.
2. That the Chair appoint a committee to adopt suitable resolutions concerning the death of Superintendent Chrane of Boonville, and that a copy of these resolutions be sent to Mrs. Chrane at Boonville; also, that the Executive Committee be authorized to create such a committee as is necessary to see what can be done to prevent any recurrence of such an event.

### THE REPORT OF THE LEGISLATIVE COMMITTEE and the COMMITTEE ON SOURCES OF LARGER REVENUE

Missouri State Teachers Association,  
Kansas City, Missouri,  
November 12, 1930.

To the House of Delegates of the Missouri  
State Teachers Association and to the  
Executive Committee:

The Legislative Committee and the  
Committee on Sources of Larger Revenue  
herewith submit jointly a statement of  
principles which we consider fundamental  
to an efficient state educational system in  
Missouri and recommendations for the  
realization of these principles.

#### Principles

1. We recognize that the education of all the children of the state is a state obligation and that the state must be held responsible for such education and we call attention to the fact that our Constitution, laws, Supreme Court decisions, and practices have been made in accord with this principle for more than seventy-five years.

2. Fairness and justice to all the children of the state require that the educational opportunities in the various communities shall be equalized up to a minimum standard. This minimum standard should consist of complete and efficient elementary school courses and four year high school courses adapted to the varying needs of the people.

3. Since it is impossible to provide efficient elementary school courses and high school courses in a one-room rural school we recommend that any plan of equalization of educational opportunities for the state shall be so organized as to stimulate the citizens of small school units to consolidate where at all feasible in order that the children of all communities may have the advantage of the minimum educational program.

4. Since the minimum educational program is impossible without efficient administration and supervision we recom-



mend that the laws be so amended as to provide for the appointment of county superintendents by county boards of education and that these county boards of education be given power to provide adequate supervision as well as administration for both elementary schools and high schools.

5. The increased demands which the public is making upon the public schools for expansion of service renders it extremely important that every source of waste in expenditure of public moneys such as that caused by inadequate supervision and extremely small units be eliminated. We believe that the application of the preceding principles of efficient organization and administration and the proper consolidation of schools will eliminate such waste and guarantee to the taxpayer a wise expenditure of school moneys.

6. We believe that real estate and assessed personal property are now bearing more than their just share of the tax burdens and that the policy of the state should be a gradual reduction in the tax burden upon real estate and assessed personal property. We further believe that the state has sources of revenue hitherto unused that will provide the additional funds needed to carry out the above program without over-burdening any taxpayer. We believe furthermore that certain types of taxation now used, such as income and corporation taxes, may be increased a reasonable amount without over-burdening any group of taxpayers and that such increase would more nearly equalize the burden of taxation so that no group would be over-taxed.

#### Recommendations

We recommend that the State of Missouri assume more of the financial sup-

port of the rural, elementary and secondary schools throughout the state and that the state increase its support of all the higher educational institutions of learning so that the financial support given public education in Missouri by the state will be comparable with that given public education in other states of similar wealth.

Since the State of Missouri has ample sources of revenue to carry out the above principles and recommendations without injustice to any taxpayer and without over-burdening any group of taxpayers we recommend the enactment by the General Assembly of a comprehensive and scientific system of taxation and revenue.

We endorse heartily the aims and ideals set forth in the report of the Missouri Survey Commission and believe that the suggestions contained therein are constructive and that they will be materially helpful to the governor of the state and to members of the General Assembly in providing for the realization of the above principles in an efficient state educational system and a scientific taxation system. We, therefore, pledge our full support to the state officials in securing legislation that will carry out the above principles and recommendations.

Very respectfully submitted,

The Legislative Committee

George Melcher, Chairman

Geo. R. Loughhead

B. G. Shackelford

B. M. Stigall

H. P. Study

M. B. Vaughn

Committee on Sources of Larger  
Revenue

Rosecoe V. Cramer, Chairman

W. W. Carpenter

W. H. Lemmel

*It may be proved with much certainty that God intends no man to live in this world without working, but it seems no less evident that He intends every man to be happy in his work. It was written: "In the sweat of thy brow", but it was never written: "In the breaking of thy heart".*

—JOHN RUSKIN.

## REPORT OF COMMITTEE ON PROFESSIONAL STANDARDS AND ETHICS

**Y**OUR COMMITTEE on Professional Standards and Ethics has no desire to alter in any way the professional code to whose observance the members of this Association have already pledged themselves. In this statement, which constitutes your Committee's recommendation for the current year, we would rather make but three suggestions: First, that in the basis for our professional standards is a profound respect for childhood; second, that the community of our professional relationships is larger than that which is circumscribed within the closely drawn limits of our professional contacts; and, third, that our professional improvement requires our constant re-dedication to those high truths whose beacons light Missouri teachers in their continued professional advance.

### A Call to Respect Childhood

**I**N THE MINDS of our people lies the germ of our natural respect of youth for age, of the veneration which immaturity has long rendered to the outward signs of venerable maturity. Implanted in human nature is the demand for care and preservation on the part of the older and the stronger for the younger and the weaker. But it is only within comparatively recent times that our peoples have come to recognize the truism that youth, in its sincerity and in its carelessness, in its promise and in its seeming indifference, deserves the same respect from its elders that the older generation has always exacted from the younger. In these later years of rapidly developing educational science, in which the measurement of many traits of personality, many phases of development is possible, we call upon the members of our profession to bear in mind that childhood, no matter what the limitations of its present development and no matter what the seeming probability of its future course may be, must receive the respect of true members of the teaching profession. The records of education bear too many examples of cases in which children, condemned for failure to conform to current educational standards, have gone on to successful and

outstanding lives in our communities. No teacher who is worthy of the name can refer with disrespect to the personalities and to the capacities of the pupils under her charge. It is a sobering and a promising truth that perhaps every teacher of normal children in Missouri has within her classes pupils whose possibilities for development exceed the development which the teacher has achieved. Without honest respect for childhood, perspective is lost and the foundations of our profession are impaired.

### We Must Lead Our Communities to High Desires.

**W**ITH A CONFIDENCE which occasionally appears pathetic civilization looks to education for the preservation of our institutions and for the continuance of our institutional progress. At the same time, the performance of this function is frequently hampered by failure on the part of a people to support adequately and to direct properly the educational processes which they admit are so vital. Your committee doubts whether teachers can give to any community a better educational system than that community desires. On the other hand, it is our thorough-going belief that any community can have as good a school system as it desires. We would impress again upon the members of this Association the necessity for them to lead the people of their communities to higher educational desires and to assist in their realization. In this connection the immediate situation of education in Missouri appears. The state-community of Missouri desires educational advance. Machinery has been set up and methods have been reported through which this advance may be brought about. To every member of the educational profession in Missouri we assert that thorough understanding of the proposals of the Governor's Survey Commission is only one part of our professional connection with this movement. For education to achieve her true sphere in our state-community it is necessary for everyone connected with educational work to attempt to bring the clarity of his local commun-

ity's thought to a level with his own. If this is not done the present situation may develop into a devastating crisis in education.

**Our Code Is a Statement for Practice—  
Not a Shadowy Goal.**

**W** E OF YOUR committee acclaim the fine professional standards which imbue the spirit of Missouri's teachers. We believe that our Code of Professional Standards and Ethics is a statement of conscientious practice rather than a visioning of a shadowy goal toward which we work. To this statement we

direct especially the attention of every new member of our profession. To this statement we direct again the attention of every experienced member of our profession. We believe that a spirit of constant rededication to these ideals of service will make for the burgeoning of our profession and we submit that such reconsecration will help make for an eventual guarantee that the race between education and catastrophe shall result in favor of civilization.

(SIGNED) John L. Bracken, Chairman  
" Pauline Kiess  
" M. A. O'Rear.

## REPORT OF THE EXECUTIVE COMMITTEE

### To the Assembly of Delegates Kansas City, Mo. Nov. 12, 1930

Miss Calla E. Varner, Chairman

**A** S CHAIRMAN of the Executive Committee, and in accordance with the provisions of the Constitution relative to the powers and duties of that Committee, it is my privilege respectfully to submit a report of the activities of the Association during the past year.

#### Finances

It is gratifying to be able to report that the Association is in a very healthy condition financially. While the expenditures during the past year were kept practically within the limits set by the budget, the receipts were in excess of budget estimates. As a consequence, the Association is in a better condition financially than estimates made a year ago indicated that it would be. Details in regard to the financial operations of the Association during the year and its financial condition at the end of the year will be presented later in the report of the Finance Committee.

#### Enrollment

Enrollments already received and reports from all parts of the State indicate that the Association will have a membership this year of over 23,000. Enrollment fees for more than ninety per cent of the white teachers in all of the 114 counties of the State have already reached the headquarters building in Columbia. Approximately 50 counties have passed the

100% mark, and a great many others are nearing that mark. A few counties are lagging; but we feel sure that all will join the procession in the end. We cannot be satisfied with less than 100% enrollment from every county in the State. A proper sense of loyalty to the profession demands that every teacher ally himself with the organization that is constantly striving to lift teaching to a higher plane and to improve educational conditions generally. The Committee desires to thank the school people of the State for the wonderful spirit of cooperation which has made possible the membership that the Association now has, and to express the hope that the same spirit will shortly register as a reality the goal implied by the slogan "100% everywhere."

#### Pupils' Reading Circle

The Pupils' Reading Circle has grown to such proportions as to make the handling of it one of the most important undertakings of the Association. The number of books now on the list exceeds 1500. The total sales during the past year amounted to more than \$85,000. These sales meant the adding of more than 100,000 volumes to the school libraries of the State. This is all the more significant for the reason that most of the sales are to rural schools. In recommending these



books and in putting them within easy reach of the schools, the Association is undoubtedly rendering a distinct educational service.

Sales by the Reading Circle department during the months of July, August, September and October of this year show a total that compares favorably with the total for the corresponding period of last year. It is impossible to predict with any degree of certainty what the remaining months of the year will bring. A somewhat smaller volume of sales this year than last need not be a disappointment, in view of the general business depression that is manifest throughout the country.

#### **School and Community**

The Association engages in no more significant activity than the publication of *School and Community*. The magazine is the mouthpiece of the organization, through which it speaks ten times a year to every one of its members and to the editors of similar publications of the other States of the Union. The high standard of journalism constantly manifest in its columns is a source of pride to the members of the teaching profession in Missouri.

Sixty cents of each membership fee goes into a fund to be used in the publication of *School and Community*. The money derived from this source is not sufficient, however, to maintain the publication. The magazine is supported largely by advertising. The receipts from this source during the last fiscal year amounted to more than \$17,000. There is a possibility that unfavorable business conditions will cut into this source of revenue for the current year.

#### **Headquarters Building**

The members of the Committee are proud, as they are sure every member of the Association is, of the headquarters building in Columbia. This pride has led the Committee to feel that the building should be equipped with furniture and office appliance as good as those to be found anywhere. As a consequence of this feeling, the Committee has arranged for the purchase of some additional items, both of furniture and office equipment. Among these items are three new walnut desks to replace old oak ones now in use, three new typewriters, two adding ma-

chines, a calculating machine and steel shelving for the supply room, and other items.

In this connection, the Committee wishes to acknowledge with its appreciation the very generous, beautiful and appropriate gift of furniture for the large upper room in our headquarters building at Columbia. This gift is a large walnut table and the donor is Superintendent Henry J. Gerling, President of the Missouri State Teachers Association.

This is the first piece of furniture purchased for this room. It will be the dominating feature of the furnishings, and will determine the type and character of other equipment to be added later.

The gift has suggested to the committee the probability that other persons or organizations would be glad to make gifts to supplement this until the room is completely furnished. In fact, two other persons have already expressed a desire to present to the Association chairs which will match the table.

To assure the harmonious development of the furnishings of the room a committee has been appointed to supervise any additional purchases. Offers of gifts will be received by the Executive Committee and referred to this committee.

#### **Chevrolet Truck**

The volume of mail coming to and going from the headquarters building is very large. In the course of a year it will total several tons. To facilitate the transportation of this mail, the Executive Committee recently authorized the purchase of a Chevrolet truck, to replace an old Ford car that was practically worn out.

#### **Addition to Office Force**

Suggestions have frequently come to the Executive Committee that the Secretary and the Editor of *School and Community* should have more time to do field work and to visit the various schools and colleges of the State. In order to give them this time, the Committee has added to the office force a man who will act as office manager, handling printing bids, making purchases, handling matters that come up in connection with insurance, doing some research work and performing such other duties as may be worked out by the Secretary and Editor of *School and Community*. To fill this position, your



Committee has selected Mr. T. E. Vaughan, formerly superintendent of schools at Eldon and Wellsville.

### Survey Report

One of the things uppermost in the minds of the school people of Missouri at the present time is the problem arising from the publication of the Survey Report. What can the teachers of Missouri do towards helping to translate into law the principal recommendations embodied in that report?

Believing that the fate of these recommendations would depend largely on the understanding that the people of the State had of them, your Committee has set aside the sum of \$2,500, to be used in giving publicity to the report and in arousing interest in the recommendations of the Survey Commission.

Most of you are aware of the use that has already been made of a part of this fund. You have all seen the Catechism on the Survey Report that was published last spring, and that has been distributed in all parts of the State. In cooperation with the Associated Taxpayers Committee, the Association has assisted in the preparation and distribution of a great deal of other material on the Survey Report. School and Community through its editorial columns, has sought to keep the report constantly before its readers, and the editor of that magazine has delivered numerous addresses on the subject of the report. In short, the Association has done

everything its officers knew to do towards paving the way for progressive school legislation at the approaching session of the General Assembly.

### Group Insurance

The number of teachers availing themselves of the group insurance privilege offered by the Association has increased only slightly during the last twelve months. On November 1, 1929 the number of persons insured was 2593. On November 1, 1930 the number was 2605. The Company's experience with the group continues to be unfavorable. The present contract with the insurance company will expire on June 1, 1932. The Company has guaranteed to renew the contract at that time, but it has reserved the right to adjust the rates for the next period on the basis of its experience with the group during the first five years. It is largely through personal recommendation that new members are brought into the group and new members are necessary to guarantee the perpetuity of the group insurance plan. Moreover, young members are necessary to insure continuation of favorable rates. It is the hope of your Committee that all who realize the value of this insurance will endeavor to persuade others to avail themselves of the insurance privilege. Each of the present members of the group could add one or more members.

This concludes the report of the Executive Committee.

## TEACHERS SHOULD REALIZE THEIR POWER

**I BELIEVE THAT** the body of educators has hardly realized the power it could exercise if it chose not to endure this perpetual bullying by ignoramuses. The teachers will be slaves if they act like slaves. Weakness always tempts the bully. If they cower they will be bullied. The tragedy and absurdity of the thing is that they could so easily rally a following if they had the imagination to realize how strong they are. If they chose to say that they would not endure the intolerable indignities to which they are subjected, they would very soon command a new kind of respect in the nation. Nothing can excuse or explain away spinelessness. But if the educators in the public schools have to lead a double life it is not due wholly to personal timidity. It is due to a confusion of mind.

—Walter Lippman.

## In Memoriam

**The following teachers have died  
during the year 1929-1930**

- |   |  |
|---|--|
| Albietz, Emily, Marshall                  | Markey, Mary Maude, Glenwood                 |
| Bahlman, William F., Kansas City.         | Markley, J. H., Kansas City                  |
| Bass, Robert Elwood, Clarkton             | Marlow, Aimee A., St. Louis                  |
| Bewley, Winfield C., Kansas City          | Massey, May, Kansas City                     |
| Bishop, Mrs. Fannie, Revere               | McCarthy, Adeline, St. Louis                 |
| Blanchfield, May B., St. Louis            | McCarthy, Anna M., St. Louis                 |
| Casner, Marguerite, Webb City             | McCarty, Josephine, Hannibal                 |
| Chandler, Mrs. Nell Daniels, East Prairie | McCrary, Mrs. Fern Cunningham, Bolivar       |
| Chaney, Bess, Kansas City                 | McLean, Julia E., St. Louis                  |
| Chrane, C. E., Boonville                  | Meffert, Chas. B., Centralia                 |
| Christion, Opal, Lucerne                  | Meyer, Arthur John, Columbia                 |
| Clarke, Emma G., Kansas City              | Moody, Mrs. Laura Burley, Fresno, California |
| Claffin, W. B., Kansas City               | Naylor, Paul, Columbia                       |
| Conlon, Mrs. Rebecca F., Springfield      | Noyes, Guy L., Columbia                      |
| Craig, Tom, Newton County                 | Owen, Mamie I., St. Louis                    |
| Creach, Lester H., Macks Creek            | Phipps, Mae, Sheldon                         |
| Cunningham, Kate L., St. Louis            | Prater, Mona, Springfield                    |
| Davis, Blanchette L., St. Louis           | Raitbel, F. A., St. Louis                    |
| De Camp, Sallie, St. Louis                | Rathmann, C. G., St. Louis                   |
| Dickson, J. L., Metz                      | Rayne, Margaret A., St. Louis                |
| Ewing, Ronald, Spickard                   | Robertson, Ruth, Ste. Genevieve              |
| Fenton, Emma H., St. Louis                | Ross, Helen, St. Louis                       |
| Fitzgibbon, Margaret, St. Louis           | Roth, Addine A., St. Louis                   |
| Ford, Agnes, St. Joseph                   | Saunders, Edith Davis, St. Louis             |
| Forsythe, Mrs. Elsie C., Farmington       | Schmidt, Lucy, Oak Ridge                     |
| Foster, Welton, Caruthersville            | Scoville, W. F., Kansas City                 |
| Gabriel, Rita, Appleton City              | St. Clair, Robert, St. Louis                 |
| Gallatin, James, Jackson, Michigan        | Smith, Beula, University City                |
| Gear, W. F., Farnfelt                     | Stackl, Nellie, St. Louis                    |
| Grove, Agnes, Kansas City                 | Stevens, Herbert, Allendale                  |
| Hahn, Mrs. Ruth, Yount                    | Stewart, M. E., Rich Hill                    |
| Haines, Eloise, Wellsville                | Stewart, Mary F., Kansas City                |
| Hancock, Mrs. E. H., Kennett              | Stumberg, Viola J., St. Louis                |
| Hancock, Mrs. Cornelia F., Advance        | Thompson, Mrs. Alice, Spruce                 |
| Hardaway, Luther, Chicago                 | Truitt, Mrs. Mary E., Columbia               |
| Healy, Lou C., St. Louis                  | Van Beuthusen, Chas., Rich Hill              |
| Henry, Justine E., St. Louis              | Watson, Margaret L., St. Louis               |
| Hillhouse, Nellie N., Kansas City         | Weber, Ada F., Kansas City                   |
| Holferty, George H., St. Louis            | Weddle, Charlotte, St. Joseph                |
| Hudson, Kate, Grant City                  | Wells, Anne Lowell, St. Joseph               |
| Humphreys, J. C., Fulton                  | Wilson, Mrs. Grace Senne, Cape Girardeau     |
| Hyatt, Christiana, Springfield            | Wright, Mrs. Theo., Exeter                   |
| Jackson, J. B., Kansas City               | Yeoman, Minnie, Kansas City                  |
| Jones, Helen, Unionville                  |  |
| Jones, J. C., Columbia                    |  |
| Kelly, Clifton, Pattonsburg               |  |
| Kelsey, Lucretia, Kansas City             |  |
| Lapping, Margaret, St. Louis              |  |
| Lesh, Gladys, Centerville                 |  |
| Lewis, Kate S., Kansas City               |  |
| MacQueary, T. Howard, St. Louis           |  |
| Manley, W. G., Columbia                   |  |

## COMMITTEE ON ORGANIZATION AND PROCEDURE CONTINUED

THE COMMITTEE on Association Organization and Procedure was continued by the Assembly of Delegates for another year, with a view of making such recommendations to the Executive Committee of the Association as it saw fit. The committee is very anxious to have any suggestions from any member of the Association. The committee proposes to have a meeting within the next few weeks and would like to have the suggestions as soon as possible. Several suggestions have already been made. One would limit the time of the State Association meeting to strictly two days. Another would have no state-wide meeting except that of the Association or the Assembly of Delegates, which would be held at the time of the Administrators' meeting in Columbia. Another suggestion is that the money now paid to each Community Association be retained by the secretary of the association to apply in some equitable way to the expenses of the delegates.

Please send suggestions to any member of the Committee. The following are members of the committee:

Miss Jane Adams, Paseo High School, Kansas City, Missouri.

Mr. C. E. Burton, State Department of Education, Piedmont, Missouri.

Superintendent H. U. Hunt, Sedalia, Missouri.

Miss Nelle Blum, Junior College, St. Joseph, Missouri.

Principal R. F. Holden, Franklin Intermediate School, St. Louis, Missouri.

Superintendent Harry Moore, Mount Vernon, Missouri.

Eugene Fair, Chairman, Kirksville, Missouri.

In connection with the statements of President Eugene Fair, Chairman of the Committee as above, it is well to state that four Constitutional Amendments were submitted to the Assembly of Delegates at its recent meeting in Kansas City, two of which were adopted.

One of the adopted amendments was for the purpose of facilitating the business of the Assembly of Delegates by providing that a proposed amendment to the Constitution should be read in the Assembly of Delegates at least two hours before it is acted upon instead of twenty-four hours as in the replaced section.

The other amendment had to do with life membership and is quoted in full on another page of this issue. It changed the price of life membership from \$20 to \$40. It will be noted that a \$40 life membership at five percent will produce \$2.00 per year which is the regular annual membership fee. An amount which produces less than this is evidently too little, while an amount that produces more is an excessive charge.

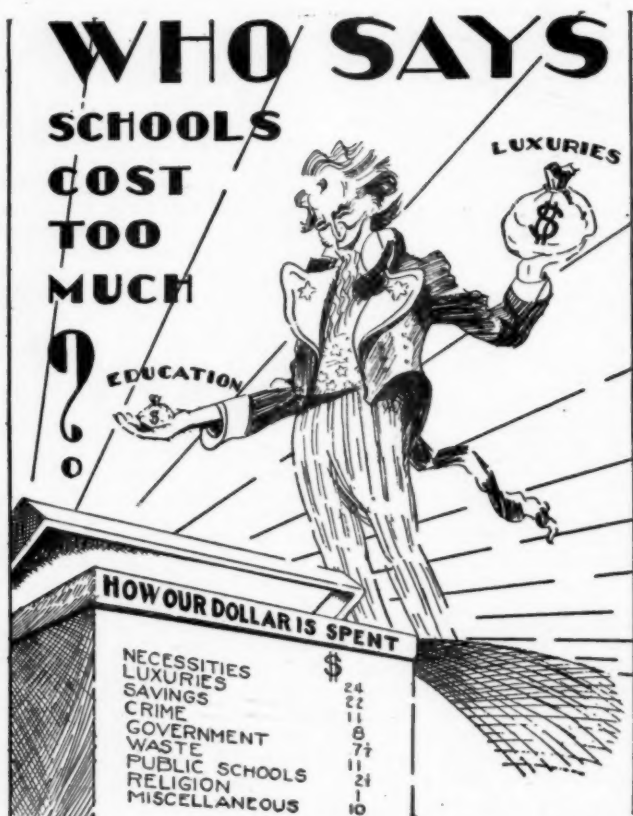
Amendments voted down were those providing that delegates should be elected for two years and the terms of half of these should expire each year, thus making the Assembly a continuing body. Administrative difficulties seemed to make this impracticable and for that reason it was not adopted.

Another amendment which was almost unanimously defeated was the one proposing to increase the part of the membership fee which the State Association refunds to the District Associations from fifty cents to seventy-five cents. The almost unanimous defeat of this amendment appeared to be due to two facts; namely, that the matter needed further careful study in view of the fact that the welfare of the central organization was involved, and to the further fact that the Executive Committee had recently made provisions whereby each District Association might receive as much as \$1800 a year for program purposes as indicated by Chairman Fair's statement.

Several questions concerning organization and procedure are being raised, but the temper of the profession seems to be that no final action should be taken on these questions until thorough consideration of the effects of such changes be made.

*Great God, I ask thee for no meaner pelf  
Than that I may not disappoint myself;  
That in my action, I may soar as high  
As I can now discern with this clear eye.  
That my weak hand may equal my firm  
faith  
And my life practice more than my tongue  
saith;  
That my low conduct may not show,  
Nor my relenting lines,  
That I thy purpose did not know,  
Or overrated thy designs.*

—HENRY DAVID THOREAU.



This cartoon was drawn by Cletus J. Boyle, a student in Barringer High School, Newark, N. J. It is one of seventy-nine cartoons submitted in the nationwide cartoon project sponsored by the Division of Publications of the National Education Association.



## EDUCATING THE PUBLIC

by Clyde R. Miller in "Common Ground."

**M**OST AMERICANS have great faith in education—a faith that frequently is almost pathetic. But more than faith is needed. They must have knowledge and it must come to them in a steady flow. So much of our school publicity in the past has concerned only the external symbols of education. It has concerned school buildings which are so much brick and mortar and steel work. Many a community has gone heavily into debt on a magnificent building program and then has starved its teachers for the next fifteen or twenty years to pay for it. The price for these monumental structures has been inferior teaching. The important thing in education now, as always, is good teaching.

Within the past fifteen years teaching, by and large, has improved greatly. These improvements may not be accepted in many quarters where the voting adults cling to older traditions. It is well that these improvements in teaching be interpreted in terms of child welfare.

How shall one do this? There are several ways. First of all, the school itself is by all odds its own best publicity medium. Parents can see at first hand the changes made in their own children through good teaching. It is well, however, to give parents an explanation of what the school is trying to do in various fields such as health, recreation, mastery of the three R's and the acquiring of attitudes which may lead to successful living.

One of the best devices for giving parents this information is found in the school newspaper. This may be published in any school whether it be elementary or secondary. It is well that in large part it be the work of the pupils themselves. There is no better project in English than the school newspaper and this publicity, therefore, is justified in terms of educational accomplishments of the children. If the school newspaper has a competent teacher adviser it will contain simple explanations of school procedure. It will set forth the various goals which the pupils are attempting to reach. It will describe the means by which they hope to attain these goals.

In an elementary school this publication can be mimeographed. Every school should have its own mimeographing or multigraphing outfit. In rural districts as well as in the great cities these mimeographed elementary newspapers can contain much that the local newspapers could not publish. They would not have space enough to publish it even if it measured up to their standards of news.

The fact that Johnnie who has been getting low grades in spelling has made a record by getting 100% in spelling five times in succession is a good item for the elementary school newspaper. Johnnie's parents are interested in that. Johnnie is encouraged and inspired.

If there is a story in the paper setting forth new objectives in teaching spelling and indicating the great improvements in this field, the relationship between Johnnie's accomplishment and those new methods is made clear. Johnnie's parents and all the other parents in this district who receive that paper see the relationship between improvement in teaching and accomplishment of pupil.

So it is in every field of school activity. Translate accomplishments in terms of activities by the pupils themselves. Get the name of every boy and girl into the paper at least once a year.

In junior and senior high schools, these school publications frequently may be printed. They can, if they are conducted under the guidance of a teacher who has a good foundation in educational publicity and who knows publication methods, be a valuable means of informing the public.

And then there are the local newspapers. Most newspaper men are interested in education. They know that their newspaper could not exist if there were no education. The schools make the public literate and thus provide the millions of readers for the newspapers. But not only for mercenary reasons are newspaper editors interested in education. As good citizens they are interested in it.

School administrators may go to almost any editor and discuss with him in perfect frankness the educational problems of the community. Ordinarily the editor

will be glad to disseminate information pertinent to the solution of those problems. Administrators should remember, however, that a problem must first of all be interesting if it is to get space in a newspaper. Usually it can be made interesting if the interpretation is in terms of child welfare.

Administrators should not fear debate and discussion. They should welcome every challenge of their ideas. Challenge brings forth discussion and discussion clears the atmosphere and reveals truth.

Every teacher worthy of the name should be an interpreter of education. Those teachers who complain constantly of the arduousness of their work and of how it bores them have no business continuing as teachers. A good teacher is tremendously interested in education and in the many perplexing problems it presents. She enjoys talking school outside of school hours. Why shouldn't she? She is engaged in the most important and inspiring work in the whole world. If this work to her comprises simply a series of unpleasant tasks and an opportunity for

a constant stream of sighs and complaints, she does not deserve the name of teacher. And certainly no educator who by pettiness and egotism and selfishness denies to teachers the inspiration they should have, deserves the name of educator. Teachers and School administrators when they are well selected and when they are happy in their work, are constantly talking about that work to members of their families, to friends, and, for that matter, to strangers.

To sum up: Let every school reveal itself by its own good work. Let this work be accompanied by clear and simple explanations of its purpose and of the means utilized to attain this purpose. Let there be constant cooperation with the local newspapers to the end that the public receive continuously the stream of information concerning the many problems in education. And last—and indeed, we should say first and last—let there be good teachers who know education and who never tire of discussing education with pupils, with parents, and with anyone who is willing to listen.

### MY ART OF TEACHING

**W**HEN I TEACH children, I approach the task as an artist, and when standing before children I concentrate all my powers. Teaching is my act of creation. I never do teaching with a feeling of distaste. When I play with children, I must not impose my way of playing upon them. Never must I forget that however charming they are, the children are themselves central, and I must use them as I would use utensils, for myself. The child is my creation. Therefore, the task of teaching absorbs me completely.

Feeling thus, it appears to me when I observe teachers at their work, that there are multitudes of them who fail to have any consciousness of the artistry of teaching. They accordingly lack earnestness. People even take positions temporarily in schools as teachers. I fear that the teaching they do injures the children's minds. I cannot help hoping that teachers in the elementary schools will follow their pro-

fession with somewhat more of the creative feeling.

In the next place, I would not, when teaching, have children who are to be my creation regard me as their model. I put every ounce of my energy into my teaching. But when I sculpture a child, since he is to be my creation, I desire to produce something superior to my present self. Heretofore, in our education we have felt satisfied if the pupil became like the teacher, but in education as creation it does not do to fit the child into a certain mould. I must endeavor to find something in the child's soul which as yet has not been discovered. That is what creation means. It is like digging a mine: men employ various devices until they reach the vein of ore. After that it becomes a process of getting out the ore. It is here that the difference between medieval and modern educational methods appears.

—From Kagawa's "Love the Law of Life".

## Uplift

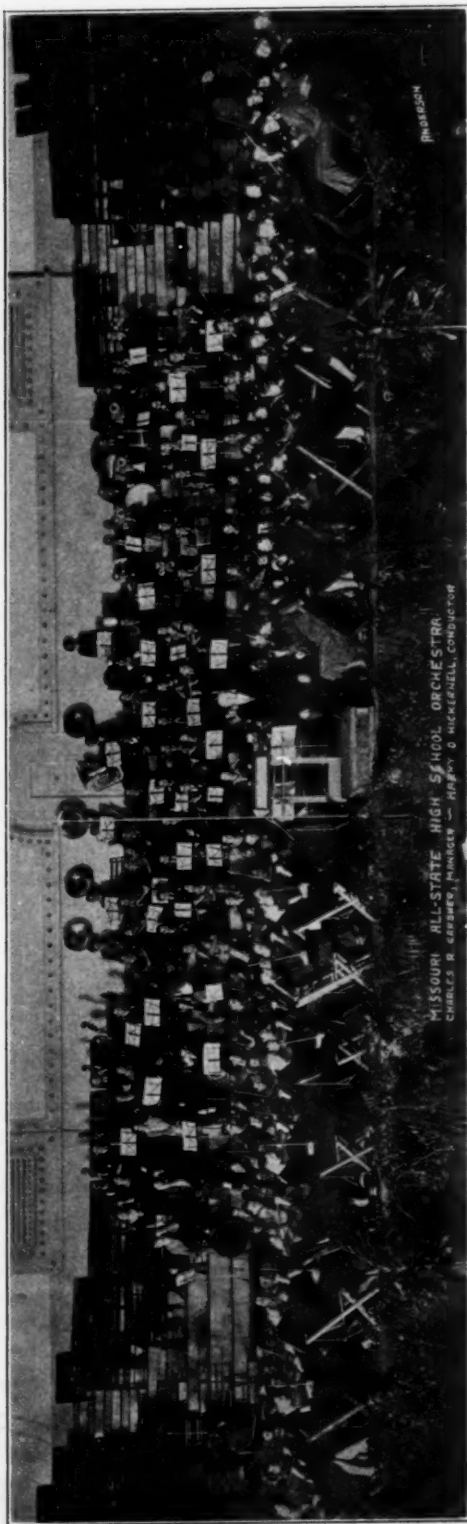
One windy day I chanced to meet a lad  
Who gripped within his hands a slender cord  
Of fine-spun silk which disappeared in air.  
I said, "My boy, why stand and hold a string?"  
"I fly a kite!", he shouted, "Feel this cord!"  
The kite was far away and out of sight.  
Although I could not see its form in air  
I felt the pull and knew that it was there.

And so it is with power from on high.  
To some it seems remote and far away  
Invisible, yet none the less a force.  
We grip the cord of faith; it lifts us up  
To heights beyond—above the commonplace.  
We feel the pull and know that it is there.

—G.E.DILLE



The School and Community is indebted to Superintendent Dille of Chillicothe not only for this poem but for its lettering and the drawing as well.



MISSOURI ALL-STATE HIGH SCHOOL ORCHESTRA  
CHARLES R. GARDNER, MANAGER — ARNOLD O. HICKERNELL, CONDUCTOR

**W**HEN THE SYMPHONIC notes of the first All-State High School Orchestra consisting of 216 selected high school artists from the schools of Missouri, filled the large convention hall in Kansas City on Friday evening, November 14, at a general session of the State Teachers Association Meeting, the crowd of more than 2500 teachers and others were plainly thrilled and pleased.

From the first note of the opening overture "Queen of Autumn", by Bigge, to the final notes of the last number of the excellent concert, Campus Memories by Seredy, the great group of young artists responded nobly and professionally to the accurate baton of the veteran director Mr. H. O. Hickernell of the Conservatory of Music of the Northwest Missouri State Teachers College at Maryville.

To many leaders in musical activities and lovers of music in Missouri the dream of such a great and permanent musical organization now has suddenly come true, for it is planned that at least once each year that such a group of nigh

school artists will be drawn together for a similar musical feast.

From the many expressions of approval which have been heard concerning the music program given, no small amount of praise should be given to those who have made possible the organization.

Perhaps to Mr. Charles R. Gardner head of the Conservatory of Music of the Northwest Missouri State Teachers College should go a great amount of the praise for the completion of arrangements for the first successful program. Mr. Gardner gave no little amount of time and effort in the selection of the artists, the arranging and sending out of the parts of the various numbers to the individual musicians, the arrangements for instruments, badges, seating arrangements, entertainment and the handling of the large group while in Kansas City for the program.

The Orchestra played one selection for the Elementary Section at 2:00 o'clock Friday afternoon and the evening program was broadcast

from the Unity School Station WQQ in Kansas City.

A group picture was made of the orchestra from which the above cut was produced. Those who care to secure one of the original photographs may do so by writing to The School and Community and enclosing one dollar to pay the photographer for making the print.

The program given was as follows:

Overture—"Queen of Autumn"	- Bigge
Minuet from "First Symphony"	- Valensin
Suite de Ballet	- Gluck-Mottl
1. Iphigenia in Aulis	
2. Orpheus	
3. Armide	
4. Finale	
Selections from "Il Trovatore"	- Verdi
Dance of the Goblins	- Engelmann
Campus Memories	- Seredy



## \*THE TEACHER AND TOMORROW

**T**HE TEACHER DEALS with yesterday and today and tomorrow. If he be a real teacher, well prepared, he will have knowledge of yesterday. With this knowledge he will understand that no one does well today who does not know yesterday. He will be able to re-state in the terminology of today, principles upon which human society is built, the principles which are vital in carrying forward human society to greater achievements, to better and more enduring righteousness and good will. History he will know, not merely in terms of dates and names of kings, dictators and democracy, but in the terms of every day life—human beings with each other in the events of ordinary daily life. He will know also the language of today and the life of today, for he deals with today's people and today's problems.

But the real teacher may not content himself with teaching what happened yesterday and how, and when, and where, and why. He must have in constant consideration the fact that there is also tomorrow. The pupils whom he instructs, and, it is to be hoped, inspires, are not to live in yesterday's world, or even today's world, but in tomorrow's world. The raw material that comes to teachers for shaping, guiding, leading, sometimes very raw material, will, as shaped, guided, led, deal with the problems of tomorrow, solve them or to be baffled in solution.

We lift our eyes to a new horizon every time we lift our eyes. The sky-line changes whether we look at cities or the countryside. The intellectual and spiritual horizon changes, and the mind's sky-line varies from generation unto generation. Certain things remain, but even these may wear a different garb. The eighty-story building dents the sky with its tall tower, but the eighty-story building houses emotions, passions, and aspirations not unlike those that inhabited human forms in one-storied tents in the wilderness. When we cut away the underbrush of ancient ignorance, and modern superstition, let us remember that the unclad soul is yet the soul of man, unchanged in essentials by the removal of those interfering wrappings.

In the Sunrise Islands of Japan, Yusuke Tsurumi, an eloquent tho wise young Japanese leader of men's minds, was showing an American visitor thru his picturesque garden. "Here," he said, "fifty years ago my father planted a tree. Last week I cut down the tree. It had given shade, comfort and nut products for sustenance these many years and to all our family it is a grateful memory. I hesitated to cut it down and only did so when I had satisfied myself"—he paused a moment. "Look" he said "at the vista." The American guest looked, and before his eyes a volume of beauty, its pages splashed with color, with vine and shrub, flecked with shadow and the gleam of

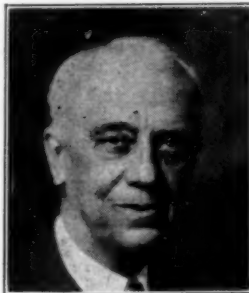
sunshine, and then as far as eye could see as the pages turned, dancing waves of the open sea, waves that invited to larger adventure-someness.

"I only cut down the tree" said the youthful leader of the youth of Japan, "when I found what a vista would be opened thereby." May not the same principle be invoked by the teacher who gathers out of yesterday and teaches today for tomorrow? It is a wondrous vista that is being opened day by day as mechanical invention, as the discoveries of science, as the unshuttering of the eyes and mind enlarge the vista.

The radio comes and the world is a whispering gallery. Aircraft comes and the new roads of travel are thru the clouds. The world is a neighborhood, whether we will or not. But when one in Kansas City speaks to his friend in New Zealand the news of the passing day, it remains true, as before radio and aircraft came, that the spiritual dominates in every well ordered human life.

The three R's are needed in instruction for tomorrow. The three R's I have in mind are not the three R's that our father's thought essential in the education of every child—reading, writing and arithmetic. I fear instruction in these branches of human knowledge has faded somewhat out of the picture in modern education. Reading has been speeded up, or abandoned. We may with proper cultivation of our eyes, and to some extent our minds, increase the batting average of our reading by 300%, so we are informed thru the researches of a Columbia University (New York) professor. Writing, penmanship, is largely a lost art, certainly the art of letter writing. We do not any more write long discursive intimate essays—we read them in old books, but we do not find them in our daily mail. As for arithmetic, called by any other name, it is almost equally absent from our educational scheme of things.

The three R's I mean are for the teacher who seeks to count thru his pupils, in the world's life of tomorrow. The first of these R's is READJUSTMENT. I come around to the point of beginning. Today we are living in a world different from that in which we were living yesterday, and our children will be living in a still different world tomorrow. It will be a different world economically and socially—a different world geographically, if you please. Our forefathers came to this middle western land in search of blue sky, and elbow room, and freedom. They wished, in the language of a Virginia pioneer, to live far enough apart from each other so that each family would be able to spank its own babies without annoying its neighbors. Now we live so close together physically, that we have no elbow room. There is no room to spank the babies



Pres. Walter Williams.

\* An address by President Walter Williams, University of Mo. Delivered before the State Convention of the M. S. T. A., Kansas City, Nov. 14, 1930.

and there is a decreasing number of babies to spank. I need not point out the growth of the urban population. The shuttle of the city is weaving a new pattern for tomorrow's civilization. We must have in our scheme of education recognition of the readjustments that are taking place all around us. Pupils must be taught increasingly and with emphasis, clarity of observation, keenness of initiative, with that social consciousness which will enable them in a new and different situation to adjust themselves harmoniously and helpfully unto tomorrow's world.

The second R is REALISM. Tomorrow's world will be a real world. It will be stripped of many of the fanciful legends which have fed our minds in the past. Science will have demonstrated its reality in many ways about which we hardly dare to think. Our feet must be upon the ground. It will be a matter-of-fact world. As now we are in an economic age, tomorrow we will be confronted even more than today—with stark realism. The bread and butter problems will remain. Economic barriers will exist—to be lowered or abolished altogether. Our educational system may perforce contain larger stress upon vocational subjects. The bare facts of human life will appear more bare as some of the old trees are cut down or fall away thru their own rottenness. The stark realist will be here with all his strength and solemnity and self-sufficiency. We need to prepare for him, for again, may I say, we must consider realism reality, the facts of human life, facts that may be handled by the touch and tasted in bitterness or in joy. We will need for tomorrow a knowledge of things and of the science of things, of business and the economics of business, of government and the scope and authority of government, of whatever counts in the making of a living for the physical man.

We must come to grips with reality, a necessity to men always and whether they like it or not; but tomorrow even more than today. As one contemplates the distress, the poverty, the widespread revolutions, the increase of death dealing inventions, the sickness of the world of today, shall we—dare we—be unprepared for the grim realities of tomorrow? It is true, as has been said, that the race is between education—righteous education—and catastrophe, for the capture of the City of Man's Soul, for the citadels of civilization itself.

In the three Rs for the teacher of tomorrow, I suggest finally ROMANCE,—Readjustment,

if you please, to fit the individual to fit himself unto tomorrow's work; Reality, that he may know and understand and profit by the realities of human life. Most of all romance, the spirit of adventure, the joy of spiritual achievement, the putting of so-called realities in their proper place. Romance, it is said, died in the trenches in the war days. It is our business as teachers for tomorrow to keep it alive in the hearts of men. What do I mean by romance? Fifty years ago, in a then famous novel "John Inglesant", its author J. H. Shorthouse, now forgotten, penned this definition—a message to his generation which may well be a message to every generation:

**C**OOPERATION, not competition, is needed in education in Missouri and for Missouri. We should seek to bring about that cooperation between all educational institutions in the State—public and private—local, regional, and state-wide—in order that the entire commonwealth may be prospered thereby. Petty jealousies and disturbing selfishness have no place in the field of education. There is glory enough and certainly need enough for all educational agencies in Missouri to be adequately fostered, encouraged, and supported. We who are engaged in any form of education, do our best work and demonstrate the value of our educational processes by solidarity, standing together and cooperating with all others engaged in the same noble profession.

Pres. Walter Williams

"Romance is only human life in the highways and hedges, and in the streets and lanes of the city with the ceaseless throbbing of its grieving heart; it is only daily life from the workshop, from the court, from the market, and from the stage; it is only kindness and neighbourhood, and child-life, and the fresh wind of heaven, and the waste of sea and forest, and the sunbreak upon the stainless peaks, and contempt of wrong and pain of death, and the passionate yearning for the face of God, and woman's tears, and woman's self-sacrifice and devotion, and woman's love. It is only the ivory gates falling back at the fairy touch. It is only the leaden sky breaking for a moment

above the bowed and weary head, revealing the fathomless Infinite through the gloom.

"He believed in the healing processes of nature, in the best that is in the human spirit. 'The sun is set' John Inglesant said cheerfully, after the long trials of his life, 'but it will rise again. Let us go home'."

Without Reality there would be no life. But without Romance there would be no life worth living. We need the romanticist as well as the realist. An education unto romance and unto reality. Recall, if you will, the story of Don Quixote. Don Quixote "tells us the more excellent way of life. He teaches us that a knightly heart can transform an inn into a castle, see in the commonest servant a stately princess, and find upon every road a high adventure. We laugh at many incidents and happenings in this great story. But we never laugh at him, for he is dignified amidst all his disasters, erect in spirit, even when he lies prone and battered on the ground, and triumphant in the moment of direst defeat." "The appeal of the story is in the fact that, on the road of the heart of each of us, the Idealist and the Realist travel together, and the tragedy is

that often the Idealist within us has but little kinship with Don Quixote whom Sir Walter Raleigh described as "the finest gentleman of all the realms of fact and fable." Each of these two travellers reveals himself in the moment of action, and also in speech. We see the standpoint of each when they are talking of the harsh adventures of the road:

"Don Quixote: 'There is no remembrance which time does not obliterate; nor pain which death does not terminate.'

"Sancho Panza. 'What greater misfortune can there be than that which waits for time to cure, and death to end?'

"There is temporal wisdom in the words of Sancho Panza, and in those of Don Quixote eternal truth."

"Sancho Panza must not travel alone. It would be a poor education that permitted it. Life's noblest solutions do not come through nicely balanced formulae, but by the dreams of our dreamers and by the visions of our visionaries. Don Quixote is the symbol of all idealists—for neither hardship nor scorn can conquer their inflexible will. They will not be bullied by adversity, nor restrained by ridicule. All of this race would glory in Don Quixote's epitaph, which he himself wrote—'If he did not achieve great things, at least he died in attempting them'. They flourish on the diet of failure, and nothing can dim their vision. The world has never understood them, for in its blind folly it has thought that it could break them. It lit the faggots at Rouen for Jeanne d'Arc and flung Bunyan into prison, but could not imprison the spirit of the dreamer, nor burn the soul of the Maid. It strove to bring back home St. Francis, and to deter William Wilberforce from his great crusade—but it might just as well have tried to imprison the gale or to sweep back the ocean. Don Quixote faced the dangers of the road, the force and wiles of those who sought to restrain him, the vulgar abuse of those who called him madman—and conquered gloriously.

"This book knows not the bitter springs—it is full of knightly sympathy and of tolerant and democratic wisdom. We should greatly profit if we remembered the glorious words 'Let us live together in peace and fellowship, for when God sends daylight it is morning for us all.'"

The greatest need of tomorrow's world is for more of the spirit and temper of Don Quixote. I recommend the book for re-reading unto all teachers everywhere.

What is an educated man, yesterday, today, and tomorrow? He expresses himself clearly in written and in spoken speech. He thinks straight. He owns himself. He does worthwhile things in the right way. He lives comfortably and helpfully with other people. He knows books and the hearts of men. He acknowledges the supremacy of the spiritual to the material in all things. He has an inquiring mind, and understanding heart, a noble soul. He is a gentleman, unafraid. It is such as he that with noble curiosity, with unfeigned faith, with unfettered imagination and hope, in the fine lines of Browning, "face the unknown future with a cheer."

These then are the three R's for the education of the teacher for tomorrow:

**READJUSTMENT** to live in a world that is different in many things, closer together, more compact, and more desperately hungry for food and the finer things of life.

**REALISM**, the knowledge of the common fact, the stark reality of every day. The discoveries of science, the mechanical inventions, the things around us.

**ROMANCE**, the spirit of high adventure of the human soul untrammelled by tradition or prejudice or caste, eagerly curious and aspiring unto the common good.

These three—**READJUSTMENT, REALISM, ROMANCE**—and the greatest of these is Romance.

To this high task in the noblest of all callings, teaching unto tomorrow, I summon you.

## EDUCATION

D. H. Cook

Education's not a lark,  
Nor a nightmare in the dark,  
Neither is it saying words  
Rounded-up like cattle herds—  
It's the Covenant in the ark.  
Education's not the grade,  
Nor the lines the pen has made,  
Neither is it passing test  
Measured by the rule that's best—  
It's the spirits' cavalcade.

Education's more than name;  
It's a vital, living flame  
Burning out the poisoned rust,  
Cleansing soul of sordid dust—  
It's the trainer for the game.  
Education's mastery  
Of the truth we feel or see—  
Best in minds we mold as clay  
Placed as planets in their way—  
Serving all Humanity.

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## THE MEANING OF EDUCATION TO THE PARENT TEACHER MEMBERSHIP

By Evelyn D. Cope, Director Department of Education, Mo. Branch, N. C. P. T.

**P**ROBABLY the greatest contribution that America has made to the world is Education for all children. She realizes that the future of this republic lies in the individual intelligence of her citizens. Where ignorance prevails there can be no development. By means of education we can raise the standards of living and bring life to ever higher levels. Through the guided development which education provides the individual enters into a broader and happier life.

The new conception of education has put aside the old idea of filling the mind with facts. Its purpose today is to develop the personality of each individual so that it may live an abundant life, rich with service and wholesome experience. It realizes that every child comes into the world with certain capacities and endowments. It therefore aims to lead the child out and to provide creative living, so that he may live a well rounded out life and beautiful in spirit.

These aims and purposes are possible through our schools of today. America throws open the doors of its schools and invites every child to enter. The schools of today and of the future however depend upon an intelligent public and an informed parenthood. Consecrated teachers need the help and co-operation of devoted parents for both are leading the youth of today into the world of tomorrow.

One of the purposes of the Missouri Branch of the National Congress of Parents and Teachers is to acquaint the parents with the school and the teachers. It urges the parent to visit the school room. Such a visit brings a revelation to many a parent today. Modern methods in education have brought great changes in the school life of the child of today. The modern parent forms a partnership with the teacher. Through the partnership thus formed an opportunity is given the teacher to get the viewpoint of the home. This union of interests and forces brings

to both a fuller realization of their responsibilities to the youth of today and an opportunity to bring this realization to a fruitful harvest. Miss Alice Carroll the chairman on School Education is working to bring this about.

There are also committees on Physical Education, Recreation, Fine Arts, Kindergarten and Adult Education in the Department of Education. Realizing that education begins early in the life of the child the chairman of Kindergarten Extension, Mrs. Chas. A. Lee has stressed the value of the kindergarten. The happy attitudes created and correct habit formations which are brought about in the kindergarten should not be denied to any child. The public must be aroused to its responsibility to the little child in these early formative years. It is the purpose of this committee to acquaint the public with the fact that educators have found these years in the child's life of utmost importance in the building of character.

We recognize the fact that education is living. It is much more than schooling. It must include the physical development of the child, and provision must also be made for recreation. Strong bodies, alert minds, emotional stability and spiritual values are built up by means of physical education and wholesome recreation. The child must have space in which to run and play. He should have the opportunity of outdoor life. Provision must be made for home and neighborhood play. Every school should provide physical education and an attractive athletic program for the pupils in all its grades. This is the aim of the Chairman of Physical Education and Recreation, Mr. Rodowe Abeken.

Life without beauty would be bare indeed. The enrichment of personal, family and community life is largely dependent upon the beauty and culture which enters into that life. Music, art and dramatics open the door to new worlds of experience. An appreciation of the



beauty of nature brings greater happiness into the life of the individual. It is the work of the chairman of Fine Arts to bring to parents a realization of the inspiration which comes from good music, beautiful pictures and wholesome plays. It encourages the formation of glee clubs, school orchestras, art exhibits and amateur dramatics. One of the new interesting features of this committee is the formation of musical groups among the Parent-Teacher membership known as Mother Singers. This is now a National movement. The chairman of Fine Arts, Mrs. Jasper Blackburn, is bringing this appreciation of beauty and culture into many homes.

Psychologists tell us that one is never too old to learn. The mature years offer special opportunity to acquire knowledge because of larger experience, sound judgment and a sense of values. America is becoming a nation of more leisure. This offers an opportunity and a challenge. Shall we achieve and go on, or indulge and go down? Adult Education gives the answer. Mrs. A. Lee Smiser the chairman of the Adult Education has adopted the slogan, "Eliminate illiteracy and provide for life long education for the adult."

The Department of Education is stressing through its Parent-Teacher membership that the child should get an early start in education and hopes for the day when the practical work of the world and the school will work in closer co-operation, thereby continuing the attendance at school into later years for many of our students. The Parent-Teachers membership believes in a high standard for teach-

ers and an adequate compensation for those who are teaching the boys and girls.

It is anxious to see every child housed in a suitable school building. Such a building will be sanitary, provide apparatus and equipment suited to the needs of today. The Department of Education feels that life in the school room should be real living. Therefore the atmosphere should promote individuality, encourage originality and stimulate initiative.

The Department of Education through its membership in the state has been making an intensive study of the educational situation in our state. It realizes the unequal educational opportunities in the different parts of the state. The special project this year's work will be to inform the members of the Parent-Teacher Associations in the state of the need of changes in our state educational system.

This Department is interested in education not only from the standpoint of its own state but is concerned with the education of the nation. It recognizes that education is the great "National Business." It is thoroughly convinced of the soundness of the National Educational Bill.

The nation needs men and women of ability and integrity. It calls for men and women who can think clearly, who are just, who are ruled not by selfish desires and personal ambition but rather by high ideals. This, the Department of Education in the Missouri Branch of the National Congress of Parents and Teachers endeavors to promote through the activities of its various committees.

*The more a man is educated, the more it is necessary, for the welfare of the state to instruct him how to make a proper use of his talents. Education is like a double-edged sword. It may be turned to dangerous usages if it is not properly handled.*

—WU TING-FANG.

## HAVE WE OVEREMPHASIZED HEREDITY?

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WE ALL REALIZE that both nature and nurture are important factors in the development of human beings. The part played by each is a mooted question and able writers are found on both sides. On the side of nature we have men like Terman, McDougall, Grant, and Goddard. On the side of nurture we have Watson, Bagley, Bernard, and Freeman. In this paper we propose to summarize some of the investigations that have been made in this field and to briefly and critically analyze them.

The first investigation along these lines was that of Sir Francis Galton who made a study of "Hereditary Genius" in 1869. He showed that the noted men of England ran in certain families and drew the conclusion that genius was a matter of heredity, that it creates its own opportunity, that it is irrepressible, and that anyone gifted with genius will not fail to rise to eminence and renown.

It is of course true that genius did run in families as Galton said, but he did not prove that that genius was due entirely to heredity rather than to a favorable social environment. The children in these families have every educational and cultural advantage and this, rather than the germ plasm, possibly accounts for their later fame. At any rate, even Terman<sup>1</sup> recently admitted that Galton did not prove whether it was due to nature or to nurture. The facts in Galton's study hardly warrant the assertion that genius is irrepressible and that every potentially great man has developed to the utmost of his capacity.

On this point, H. G. Wells<sup>2</sup> says: "England alone in the last three centuries must have produced scores of Newtons who never learnt to read, hundreds of Daltons, Darwins, Bacons, and Huxleys, who died stunted in hovels, or never got a chance of proving their quality. All the world over, there must have been myriads of potential first-class investigators, splendid

artists, creative minds, who never caught a gleam of inspiration or opportunity, for every one of that kind who left his mark upon the world."

An able reply to Galton's study was the investigation made by De Candolle in his *Histoire des sciences et des savants depuis deux siecles* which was published in Geneva in 1873. This treatise is briefly summarized by Peter Sandiford.<sup>3</sup> De Candolle contends that the environment was the chief factor in the production of scientific genius. He analyzes 212 scientists in Paris, 235 in London, and 105 in Berlin with respect to the environmental pressures that caused them to become outstanding in their respective fields. He points out that most of these men belonged to the rich and leisure class and therefore were able to secure a good education in their youth and in later life they did not have to spend their time earning a living, but could devote their time to intellectual pursuits. Other factors were the freedom to express and publish their opinions, a public opinion favorable to science, and a clergy that was friendly to education.

Another well known study of genius carried on in Europe was the investigation of the great men in France carried on by Odin in 1895 and admirably presented in our language by Lester F. Ward<sup>4</sup> in 1906. Ward maintains that it is the social environment that brings out genius. He analyzes the different environments as outlined by Odin—physical, ethnological, religious, local, economic, social, and educational—and shows how these environments influenced the 6,382 great men of France who lived in the five centuries preceding 1825.

Ward's study has been summarized by Ira W. Howerth<sup>5</sup> who points out that the following conclusions were reached:

1. That while it would be an exaggeration to conclude that the action of the physical or geographical environment has been

<sup>1</sup> *The Twenty-Seventh Yearbook of the National Society for the Study of Education, Nature and Nurture, Part I*, Public School Publishing Co., 1928, p. 2.

<sup>2</sup> *The Outline of History*, Macmillan Co., 1920, p. 539.

<sup>3</sup> *Educational Psychology*, Longmans, Green & Co., 1929, pp. 18-19.

<sup>4</sup> *Applied Sociology, Part II, Achievement*, Ginn, 1906, pp. 113-281.

<sup>5</sup> "Universal Education and the Increase of Genius," *Educational Review*, Vol. LXIII, Jan. 1922, pp. 50-56.

*nil* or only insignificant, its role in the production of men of genius has never been preponderant.

2. That race differences have no appreciable influence in producing men of talent and genius, the civilized races, at least, being equally fertile in that respect.

3. That the religious environment exerts a perceptible influence, but that it is impossible to determine how much.

4. That density of population, while doubtless a potent influence in civilization, is not, in and of itself, the real factor, the great generator of men of genius. Cities, however, are more prolific of genius than rural communities.

5. That the economic, social, and educational factors are the real determinants of the amount of genius manifested. These are the main factors which provide opportunity, so that the general conclusion reached is: Genius is dependent upon economic, social, and educational opportunity.

This last conclusion is especially significant since this is undoubtedly the most comprehensive study ever made concerning the influences that tend to bring out genius in a population. Contrary to popular belief this study shows that most of the great men do not come from the rural communities. Thirteen times as many French men of letters were born in the cities as in the country and in Paris it was thirty-five times as many. The stimuli found in the cities are highly favorable for the development of a genius and Ward says that it is impossible for a man of genius to attain eminence and remain all his life in the country. However, it is undoubtedly true that the city acts as a selective as well as a productive factor.

The economic environment was found to be important, for only nine per cent of the eminent men were poor, while ninety-one per cent were well-to-do. The social environment was about equally effective, for ninety and two-tenths per cent of the eminent men of letters were from the upper classes and only nine and eight-tenths per cent were of lowly birth. Ninety-eight per cent of them received a liberal education in their youth. In commenting on this latter point Odin said: "Everything forces us to admit that education plays a role not only important, but vital and decisive in the development of men of letters. It acts not

only upon average nature, but also, and with quite as great intensity, on talent and genius."

Thus a thorough, liberal education for all seems imperative if we are to develop the maximum number of geniuses.

Ward's reaction towards this study is expressed in the following terms: "So far as the native capacity, the potential quality, the 'promise and potency' of a higher life are concerned, those swarming, spawning millions, the bottom layers of society, the proletariat, the working classes, the 'hewers of wood and drawers of water,' nay, even the denizens of the slums . . . are by nature the peers of the boasted 'aristocracy of brains' that now dominate society and look down upon them, are the equals in all but privilege of the most enlightened teachers of eugenics."<sup>6</sup>

It may be that this statement by Ward is rather strong, but undoubtedly he over-emphasized his point in order to protest against the practice prevalent in the past of neglecting the latent possibilities of the masses and stressing rather the education of the few. Today we are giving the masses a better opportunity than ever before and it will be of great interest to see to what extent Ward's statements will prove to hold true.

A study similar to the one carried on by Odin in France is the study of J. McKeen Cattell on "American Men of Science" which was first published in 1906 and since revised three times. This study supports the view that leadership is developed through social interstimulation. A summary of the findings are given by C. Terrence Pihlblad<sup>7</sup> as follows:

"Cattell finds that American scientists are many times more likely to be born in the eastern part of the United States than in the southern part; many times more likely to come from states with large cities than from those predominantly rural. He finds, for example, that the probability of a youth born in Massachusetts becoming a scientist was fifty times as great as that of a youth born in Alabama or Georgia. It would be hard to believe that selective influences working in the migration to these

<sup>6</sup> Ibid, p. 55.

<sup>7</sup> *Possible Applications of Mental Tests to Social Theory and Practice*, Published Ph. D. thesis, University of Missouri, 1925, p. 32.



areas had produced in New England a stock fifty times more fruitful of scientists than the southern stock. A much more plausible explanation would find the difference due to the superior social stimulation of the towns, factories, small farms, strong churches, schools, colleges, libraries, and newspapers of New England, influences which were largely absent in the rural south of a generation ago. When he divided up his group of scientists on the basis of occupation of fathers, Professor Cattell found that the professional classes contributed, in proportion to their numbers, about four times as many scientists as did all the non-professional groups."

In commenting on Cattell's study, R. H. Gault\* says: "The isolated life of the farm and plantation, the mechanic's bench and the desk of the manufacturer and the merchant, are not conducive to intellectual leadership in science because their social environment does not supply such stimulation, at least not in sufficient measure."

This study clearly brings out the tremendous importance of the right kind of a social environment in the development of latent abilities. As mentioned above, the educational opportunities seem to be all-important factors in determining the number of geniuses a given community will produce.

**T**HE THREE STUDIES that have received the most attention in this country, at least from the popular mind, are the studies made on the Kallikak Family, the Jukes Family, and the Edwards Family. Since these studies are quoted so often to prove the tremendous influence of heredity on such matters as crime, pauperism, feeble-mindedness, sex delinquencies, and immorality in general we want to examine these studies rather critically.

According to the account of the Kallikak family, Martin Kallikak was a soldier in the Revolutionary War, who, in his campaigns, came to an inn where he met a feeble-minded barmaid with whom he had illicit sex relations. An illegitimate son was born to this barmaid who founded a line of degenerates that has cost the country many million dollars and has been a menace to society morally. On the face of it,

this looks like a clear case of the baneful influence of bad heredity. Later Kallikak married a Quakeress of good stock and their descendants were respectable citizens.

Dr. H. H. Goddard, the author of this study, concludes: "The fact that the descendants of both the normal and the feeble-minded mother have been studied and traced in every conceivable environment, and that the respective strains have been true to type, tends to confirm the belief that heredity has been the determining factor in the formation of their respective characters."

However, when we analyze this study more closely we find that there are several points that must be cleared up before we can accept this generalization. In the first place there is no scientific evidence to show that this barmaid was actually feeble-minded. The mere fact that she was a barmaid does not prove anything in regard to her mental condition as at that time being a barmaid was a frequent occupation for women in France and Belgium and this custom was transferred over to this country. Many of the barmaids were perfectly respectable girls and may be likened to girls working in restaurants or ten cent stores at the present time. The fact that she was a barmaid, we repeat, is no evidence that she was feeble-minded and sexually delinquent. On the other hand, she may have been seduced by Kallikak.

What was the attitude towards a illegitimate child and its mother in those days? Hawthorne's "Scarlet Letter" gives a good presentation of the prevailing attitude towards such unfortunates. Society would be against the child all its life and it would never be allowed to forget the misstep that its mother had taken. The "old hens" and the young "rakes" would look upon the mother as public property. What chance would a mother like that have of securing a good marriage? She would be socially ostracized and would have to seek her companions from the lower moral strata of society where the child and its mother would be compelled to associate with people of loose morals. And such an intolerable situation would undoubtedly lead them to sex indulgence and drink. Later in life this illegitimate child could not seek his mate from the better homes, but would have to

\* *Social Psychology*, Holt, 1923, p. 227.



marry someone who was socially outcast like himself. No wonder such a situation would cause his children to become moral degenerates like himself. This bad social environment played its part generation after generation.

Criminologists are agreed today on the fact that criminality and moral degeneracy are not passed through the germ plasm from one generation to the next, but are due to the social environment in which the child lives. A few years ago Jane Addams discovered that there was a great deal of juvenile delinquency in a certain section of Chicago. She induced the city to establish supervised playgrounds there and as a result juvenile delinquency decreased thirty-three per cent. Heredity had not changed one iota—it was the social environment that changed.

The Kallikak study further showed that one of the men married and moved away and he had a perfectly good line of offsprings. A daughter of a prostitute moved away and her family turned out well. Here again we have no evidence that their germ plasms were different from the others, but we do know that their social environment was decidedly improved.

Furthermore, when the Kallikak study states that 143 feeble-minded can be traced from the union of Martin Kallikak and the barmaid we have to point out the fact that the criteria for feeble-mindedness was certainly not scientific. No mental tests were given. In fact many of the people diagnosed in this study had been dead a good many years. Drunkenness and sexual delinquency were accepted as indications of feeble-mindedness. It may be that indulging in intoxicating liquors does show a lack of mental ability, but it has not yet been established as a scientific test for feeble-mindedness.

The story of the Jukes family is similar to that of the Kallikak family. Max Jukes was a happy-go-lucky hunter and fisher who was born about 1730 or 1740. He lived in the Adirondack region in New York and tried to eke out a living in the barren and rocky region. He was a hard drinker and was not overly enthusiastic about working. There were no schools in the region, no religious influences, and no high moral codes. His daughters were "comely in appearance and loose in morals." It is to be expected

that under these conditions the results were not of the best. We find that the young men of the surrounding cities visited the Jukes women, resulting in illegitimate children being born. Often these young men were of the so-called "best blood" in the state. From these ancestors Dugdale, the author of the study, has attempted to trace a line of degenerates.

He shows that these descendants of Max Jukes were noted for harlotry, pauperism, syphilis, intemperance, crime, idleness, blindness, insanity, and feeble-mindedness. How these things can all be blamed on the germ plasm of Max Jukes is indeed hard to understand. Certainly immorality is not transmitted through the germ plasm; neither is pauperism nor idleness. Intemperance and crime are clearly due to the social environment.

Clarence Darrow<sup>9</sup> has, with great insight, analyzed the tragedy of the Jukes and he points out how it can be traced to the bad social conditions rather than to any defect in the germ plasm. He says: "The Jukes story is the story of any number of other families envired as they were. Living in a sterile country, surrounded by poverty, condemned by conditions which have always been common to certain localities, they developed a manner of living and acquired a reputation which as social heritages were passed on from generation to generation."

Dugdale pointed out that the Jukes who moved away from the community tended to live better moral lives, and that the establishment of factories in nearby villages raised the moral tone of the community as it led to the establishment of homes in which more privacy was possible. It was the social environment that was changed, not the germ plasm.

The Edwards family has been traced from Jonathan Edwards who was born in Connecticut in 1703. He was one of eleven children. His parents were Timothy Edwards and Esther Stoddard. Timothy Edwards was the son of Richard Edwards and Elizabeth Tuttle. He was the only son of this couple. Richard Edwards secured a divorce from Elizabeth Tuttle and then married Mary Talcott to whom five

<sup>9</sup> Clarence Darrow, "The Edwardses and the Jukes," *The American Mercury*, Vol. VI, No. 22, October 1925, pp. 147-157.

sons and one daughter were born. The descendants of this union showed no particular greatness so it is clear that the important person in this genealogy is Elizabeth Tuttle, Jonathan Edwards' grandmother. Fortunately we have some information in regard to her which is of extreme interest to those who maintain that immorality is transmitted through heredity from generation to generation.

Davenport,<sup>10</sup> who is a strong believer in heredity, has this to say in regard to Elizabeth Tuttle, the grandmother of Jonathan Edwards: "From two English parents, sire at least remotely descended from royalty, was born in Massachusetts, Elizabeth Tuttle. She developed into a woman of great beauty, of tall and commanding appearance, striking carriage, 'of strong will, extreme intellectual vigor, of mental grasp akin to rapacity, attracting not a few by magnetic traits, but repelling' when she evinced an extraordinary deficiency of the moral sense. 'On November 19, 1667, she married Richard Edwards, of Hartford, Connecticut, a lawyer of high repute and great erudition. Like his wife he was a very tall man, and as they both walked the Hartford streets, their appearance invited the eyes and admiration of all.' In 1691, Mr. Edwards was divorced from his wife on the ground of adultery and other immoralities. The evil trait was in the blood, for one of her sisters murdered her own son, and a brother murdered his own sister." This last statement, remember, is made by Davenport, a strong believer in heredity.

Every school boy has heard of the fame of the Edwards family so it is not necessary to go over that tale here. However, does it not seem strange that if immorality is a matter of inheritance in the case of the Kallikaks and the Jukes, that the moral deficiency of Jonathan Edwards' grandmother was not passed on to some of her descendants? Certainly if immorality were transmitted through the germ plasms in the Jukes and Kallikak families, the same law should hold true in regard to the Edwards' germ plasm. The true explanation is, of course, that in neither of the three families or in any other family are moral traits, good or bad, transmitted through the germ plasm. Character is

formed in the social environment in which people live. Training is the important thing in character formation. Is it not clear that the Edwards family has achieved fame because of the moral character, love for learning, and educational opportunities that have been part of their environment generation after generation rather than because of any potential greatness found in the germ plasm of Jonathan Edwards?

We do not want to leave the impression that we consider inheritance of no importance, for we realize that one cannot make a silk purse out of a sow's ear. But on the other hand, we feel that the part played by the social environment has been neglected entirely too much in the past. Genius and high mental ability are latent in all classes and are brought out under a favorable social environment. Genius is not irrepressible, but needs the stimulation of a proper environment in order to be developed.

A few hundred years ago the peasants in Europe were considered as being incapable of acquiring an education; and yet today the descendants of those same peasants are ruling Europe and convincing the world that all they needed to prove their worth was educational opportunity. The same is true of the great mass of common people in our own country. Therefore we believe that social progress can best be attained by equalizing educational opportunity so that every child will have a wholesome and stimulating environment in which to develop his personality, build a clean character, and lay the foundation for intellectual acumen.

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## THE RELATIONS OF THE FEDERAL GOVERNMENT TO ADEQUATE PROGRAMS OF VOCATIONAL EDUCATION WITHIN THE STATES.\*

By Paul W. Chapman, Athens, Georgia, President American Vocational Association.

**M**ISSOURI'S PROGRESS in the field of vocational education during the past ten years has been remarkable. It is very doubtful whether there is another state in the nation reaching a larger proportion of its population through vocational classes. This program is the result of the leadership which coined the slogan, "Make Missouri First." It is an ambition which has been crowned with achievement.

To one who had a part in the very beginning of this program of practical education, the progress made is most gratifying. It was my privilege to be the first teacher of vocational agriculture in Missouri. Early in 1918, J. D. Elliff, of the University of Missouri, approved my work at New London. Later in that year two other departments were approved at Shelby and Columbia; the following year there were seven departments; and the third year forty-four. Since then the growth has been rapid and consistent.

In 1919 I became the first state supervisor of vocational education ever appointed in Missouri. I saw the first state supervisors of vocational home economics and trade and industrial educational begin their work.

Today I find that there are more than 20,000 persons enrolled in Missouri's vocational classes; 7,000 adults are being instructed in evening classes; more than 2,000 young workers who have dropped out of the full-time school are being prepared to meet life's responsibility through part-time schools and classes.

The citizens of Missouri should be proud of this program; they should provide for its expansion so that all who can profit from vocational training should have opportunity to do so; they should defend it from all encroachments which may destroy or impair its effectiveness.

In this connection, it is well to recall that it was the passage of the Smith-Hughes Act by Congress in 1917 which stimulated the initial efforts along vocational lines so far as the state as a whole is concerned. This is true not only of Missouri, but of the nation as well. Today there are 1,100,000 persons in vocational classes in the United States; in 1917 there were 25,000. The work is growing at the rate of 50,000 enrollments a year.

At this time, however, there is a committee in Washington, known as the National Advisory Committee on Education, appointed by Ray Lyman Wilbur, Secretary of the Interior, that has recommended the repeal of the Smith-Hughes Act and all others granting aid to the states for the development of vocational and agricultural education. Such a recommendation, regardless of any substitute which

may be suggested, is unwise. And those interested in the further development of practical education which will train the 92% of the workers of America for vocations through which they make their contribution to the welfare of society should protest against such action.

Rather than repealing existing laws which foster practical education, now is the time to make more generous provision for such training.

With the present distress of America's farmers is this a good time to suggest that laws fostering agricultural education and research be repealed?

With millions unemployed, and changes in industrial life going on so rapidly that men are thrown out of employment over night through the use of new methods, is this a good time to let down the bars which make a little money available for adult education?

With crime rampant in this country among those young people who have developed no stability of character or preparation for honest work, is it a good time to give less emphasis to part-time schools?

Vocational efficiency is a recognized objective of education, but it has been neglected by our public schools. Even now with our federal laws which foster this type of training and help pay the cost of it we are giving vocational instruction to one in 16 among the four million boys and girls in high school; reaching one in 50 of those who do not complete high school; and one in 400 among non-professional adult workers.

The program must be expanded to meet the complex problems of adult life. This can best be done through federal aid, which will not impair the autonomy of local school systems. This means a defense of existing vocational laws and such expansion from time to time as may be warranted.

There is now before Congress a measure known as the Capper-Reed Bill which proposes to increase the fund available for trade, industrial and commercial education by \$4,000,000. This bill should pass.

It is significant that most of the nation's unemployed are unskilled workers, or men and women thrown out of employment through the increased use of labor-saving devices. Vocational education can help solve the unemployment problem in two ways: first, by giving vocational training to workers which will keep them up-to-date so far as possible, and second, by vocational guidance which will help steer men and women into occupations with increasing opportunities and away from those that are overcrowded. The number of un-

\* Abstract of address at Kansas City Convention of M. S. T. A., Nov. 14, 1930.



skilled workers can be reduced to some extent today; but a better juvenile program today will largely eliminate the problem tomorrow. In the changing world in which we are living such training is essential to the national welfare.

Henry Ford says that there is much subject matter taught in our schools today which only has value when we can get a job teaching it to some one else.

President Hoover, in his acceptance address, said that our institutions must be measured and tested by the principle of equal oppor-

tunity for all the nation's citizens. There can be no such equal opportunity when our school system is developed to meet only the needs of those preparing for professional careers.

Our present condition of business depression and unemployment was predicted by Roger Babson more than two years ago. He said then, and has said since, that the only way we can take care of the "machine made jobless" men is to provide a more comprehensive system of vocational education and vocational guidance for adults as well as for youth.

## EVERY WEEK IS BOOK WEEK AT THE BORDER STAR SCHOOL

Border Star School is a school in the southwest part of Kansas City. Miles C. Thomas is the principal. This description of his scheme for the encouragement of reading was published in the Kansas City Star Oct. 19 and is reproduced here with the permission of Principal Thomas.

**W**HAT little boy had a traveling cloak? Who won a prize for carving a donkey? In what book was a little boy swallowed by a whale? Who swam in a pool made by her own tears? If you were in the fourth grade at the Border Star school, 6301 Wornall road, not only could you answer these, but you would have had a part in the invention of "A Book Game—The Answers Are Book Titles," of which those questions are a part.

This is one of the many interesting devices which have been worked out at Border Star school, where the principal, Miles Thomas, has developed a plan of reading for his pupils which is his original "A-book-a-week" plan.

"Our aim is to develop in the children a taste and inclination for the use of good books," said Mr. Thomas. "First we endeavor to arouse interest in reading books outside of school, then we work towards formation of habit of quantity reading, and last we stress the point of variety in reading. Quality in the books read is of course a leading aim throughout the working of the plan." To accomplish this most desirable end the children in the 1 A are encouraged to go to the library, get their own cards, and with the assistance of the children's librarian, choose their own books. To stimulate this dawning interest he has devised a unique plan. He devotes one reading lesson each week to classroom reading from the library books that the children are engaged with at that time. This plan is varied sometimes by devoting the language period to the books, in which case the children tell the story instead of reading it. This weekly period, known as library hour, is continued through the first four grades of the grammar school and is unquestionably one of the most popular hours of the week.

In library hour the teacher insists upon two things—the books from which parts are read or told must be library books, and each week it must be a different book that is presented by each individual child. This does not mean that the same book cannot be presented by another child in the class; only that the particular child must bring a different book. This demand soon develops, in the minds of the children,

alertness and judgment as to what books are interesting and desirable for reading.

### Correlate Book with Studies.

Books that are especially good for correlation with the subjects studied in the grade are commented upon and the interest of the entire class stimulated in reading them. Many original devices are worked out by the class group, with the assistance of the teacher, to arouse interest in and appreciation of the books read in library hour. For instance, each child selects what he considers the most interesting or exciting part of the book he has chosen for class presentation so that others in the room will want to get his book from the library and read it.

"By the end of the fourth grade the reading habit will be formed, under this plan," explained Mr. Thomas. "And for the three upper grades book reports, individual reading records, etc., are used to stress variety and quality in reading."

The friendly co-operation of the children's library is a necessary asset to the success of this reading plan; this co-operation is manifest in the book lists for every grade which are chosen by the librarian, typewritten, and kept in a conspicuous and convenient place in the children's room, where they can be immediately referred to when a book is desired. These lists are made with an eye to both quality and variety, and contain an average of about seventy-five books for each grade.

### To Gauge Child's Accomplishments.

"We have several ways of ascertaining what each child is accomplishing in the matter of reading," said Mr. Thomas. "If he shows, in his tests, that he grades high in literature and low in reading, we know that his quality is good and his quantity poor; if he grades high in reading, and low in literature, we know that his quantity is good and his quality poor. When we have this information we can set out to correct it."

This plan, which has for its ideal the reading of a book a week by each child in the school, has been developing in Border Star for about six years. Ninety-five per cent of the



children in the school now have their own library cards—and what is more to the point—they use them.

In the three upper grades the children are introduced to the idea of a well-balanced book diet. As their taste for fiction is beginning at about this age they are shown that just as they would not eat exclusively one form of food, so they must not fall into the habit of reading one form of literature. Nature, folklore, history, biography, poetry, geography, hero stories, hand-work, as well as fiction, is shown to make a mentally healthy child.

To keep before the pupils attention just what he is reading teachers in the upper grades have worked out various plans of individual records. One that is especially interesting and effective is a cardboard chart on which each child, opposite his own name, registers each book as he completes it. This is done by pasting on strips of colored gummed tape, each color representing a certain class of book. This chart is called "Our Book Shelf," and the strips convey the idea of books set on a shelf. History, classics, biography, adventure, myths, Nature and fiction are represented by red, lavender,

green, orange, rose, blue, yellow and indigo tape. At a single glance at the chart the entire year's reading, both as regards quantity and quality, can be comprehended. An interesting feature of this chart is the predominance of light blue tape (this represents fiction) at the beginning of the year, after a summer of comparatively undirected reading, and the consistent creeping in of history, biography and classics, in the form of red, green and rose strips, until by the end of the year fiction occurs only occasionally, and in about the right proportion for a well balanced diet, on most of the lists.

"By the time a child finishes the seventh grade, with a fair response to this plan, he will have read something like 300 well chosen books," declares Mr. Thomas. "He will have a congenial background for further sympathetic culture. He will have the necessary scholastic information as to facts—we do not underestimate nor neglect that—but, in addition, he will have unconsciously acquired, during the years of his formative period, the elements of a general cultural background that will stay with him throughout his life."

## MISSOURI'S INVESTMENT IN PUBLIC EDUCATION

BELMONT FARLEY

**T**HE PEOPLE of Missouri should know what portions of the state's wealth and income are being invested in its public schools. Are we reserving what we should for the education of our children? Is the amount of school expenditures greater than we can afford? A recent Research Bulletin<sup>1</sup> of the National Education Association provides some significant material for answering these important questions.

Missouri enjoys an estimated annual income of \$2,369,600,000. It spends for public education of all types approximately \$58,300,000 a year. This amounts to less than 3 per cent of the state's annual income. Can Missouri afford to spend less for the education of its children?

Suppose the state of Missouri be considered as a single private citizen, receiving each year a number of bills for important services. These are some of the bills that would be rendered:

For life insurance .....	\$ 91,900,000
For building construction	224,000,000
For passenger automobiles	366,800,000

For certain luxuries (such as tobacco and ice cream) .....	188,200,000
For all taxes .....	214,600,000
For all public education	58,300,000

These figures do not indicate that Missouri overvalues the importance of public education. They mean that for every dollar spent for public schools the state finds a way to spend \$1.58 for life insurance; \$3.84 for building construction; \$6.29 for passenger automobiles; \$3.23 for certain luxuries; \$3.68 for all governmental purposes.

The fact is that Missouri can well afford to carry its present program of public education. When we consider how important human resources are in determining the welfare and economic prosperity of a state we must conclude that Missouri cannot afford to spend less on public schools than it is doing now.

<sup>1</sup> National Education Association, Research Division. "Investing in Public Education." *Research Bulletin* 8: 166-219; Sept., 1930. Washington, D. C. Price .25.

## The High School Assembly Program.

By Supt. R. E. Ford, Illmo, Mo.

**T**HE ASSEMBLY program should be made a valuable asset to any school. The three criteria for measuring the value of an assembly program are: First, it should interest, second, it should inspire, and third, it should inform. An assembly program that does not do all three of the above criteria has fallen short of its possibilities.

As a means of creating interest in better planned assembly programs, we have worked out and put into practice in the Illmo High School the following plan: A contest is put on among the four classes in high school to see which class can score the greatest number of points during the school year. A trophy or an attractive banner is awarded the class scoring the greatest number of points at the end of the year. If a trophy is to be awarded interest can be stimulated by having the class numerals engraved on the trophy that places first at the end of the year. The class winning the trophy the greatest number of times for instance three different times may obtain permanent possession of the trophy. A committee is appointed from each class to enlist the interest of as many members of the class as possible to take part in the programs. Programs are planned a semester in advance and each class is on the program the same number of times.

A committee of the faculty is appointed by the principal to award points according to the following schedule that has been worked out:

Maximum number  
of points.

### I. Public Speaking & Dramatics.

1. For any prepared speech, oration, or original essay 3 to 10 minutes in length ----- 5-7
2. For any prepared debate with four speakers on a side, each giving 5 minutes main speech, and 2 minutes rebuttal, each individual ----- 3
3. For any reading 3-10 minutes in length ----- 5-7

4. For any organized group performance each individual ----- 3-5  
NOTE. The following types are illustrative:

- a. Short play
- b. Pantomime
- c. Stunt
- d. Pageant etc.,

5. Program announcer ----- 2

### II. Music.

1. For any individual performance ----- 5
2. Duet, each individual ----- 4
3. Trio, each individual ----- 3
4. Quartet, each individual ----- 2
5. For any musical number with more than four appearing, each individual ----- 1

NOTE. This applies alike to both vocal and instrumental.

6. Accompanist ----- 3

### Regulations.

1. The high school faculty by a majority vote may change regulations at any time.
2. No individual can appear for more than one individual number on the same program.
3. No individual can appear on the program for the same number more than once in a semester.
4. All programs must be standard in grade. They may be humorous but not burlesque.
5. All programs must be O. K.'ed by the class sponsor and listed in the office at least 24 hours before program is to be rendered.
6. When once a number is listed on the program unless good and sufficient reasons can be given for its not appearing, one-half the maximum allowance for that number will be deducted from the class program.

This plan was started in our school this year and to date we are securing excellent results. I firmly believe that our assembly programs have been improved fifty per cent.



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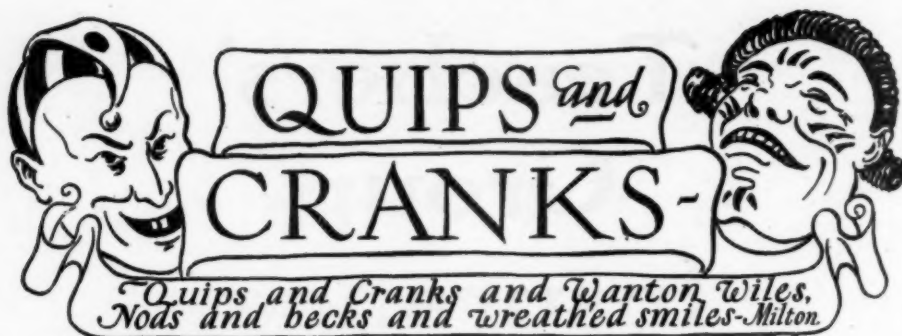
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### Recognition

Sonny had just returned from his first attendance at Sunday school. He beamed proudly as he announced that the minister had spoken to him.

"O," said his father, "and what did he say to you?"

"He told me to keep quiet," replied Sonny.

Youth's quickness at repartee is proverbial. This incident should warn any indiscreet adult from attempting to "josh" the youngster.

A smart, sleek, travelling man was standing on the corner by the village tavern, when a long, gangling farmer lad, not improbably a direct descendant of the family of Ichabod Crane, rode by with a sack of grain thrown across the withers of an equally disreputable nag, whose only classical analogy is the plub which bore Don Quixote.

"Hi, sonny," halloed the salesman, "how long has that horse of yours been dead?"

"Three days," came the lightning answer, "but you're the first old buzzard to notice it."  
—Clipped.

The high school principal was exceedingly angry:

"So you confess that this unfortunate young man was carried to the pond and drenched? Now, what part did you take in this disgraceful affair?"

"The right leg, sir," answered the sophomore meekly.  
—New York State Education.

Boston—Have you seen one of those instruments that can tell when a man is lying?

Eaton—Seen one? I married one.

Sailor (who had fallen overboard)—Drop me a line, Mate.

Mate: Yes, you write me once in awhile, too.

Seasick wife (as the offspring is raising cain)—John, will you please speak to your son?

Seasick father—Hello, son.

—Ex.

"But surely, John," said the father, "You're not going to be beaten by a mere girl."

Small boy (second in his class, the top being occupied by a girl): "Well, you see, father, girls are not nearly so mere as they used to be."

Little John: "Father," said a newspaper man's son, "I know why editors call themselves 'we.'"

Big John: Why?

Little John: "So the man that doesn't like the article will think there are too many for him to lick."  
—New York State Education.

### Physiology Verse

Where can a man buy a cap for his knee,  
Or a key to the lock of his hair?  
Can his eyes be called an academy  
Because there are pupils there?

In the crown of his head what gems are found?  
Who travels the bridge of his nose?  
Can he use, when shingling the roof of his mouth  
The nails on the ends of his toes?

Can the crook of his elbow be sent to jail?  
If so, what did he do?  
How does he sharpen his shoulder blades?  
I'll be hanged if I know. Do you?

Can he sit in the shade of the palm of his hand?  
Or beat on the drum of his ear?  
Does the calf of his leg eat the corns on his toes?  
If so, why not grow corns on the ear?  
—C. C. P.



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## Code of Professional Standards and Ethics

We, the teachers of the various school districts of Missouri, do pledge ourselves to a faithful observance of the following Code of Professional Standards and Ethics adopted by the Missouri State Teachers Association--

### First

**WE HOLD** that our profession stands for ideals, service and leadership.

### Second

**WE BELIEVE** that our highest obligation is to the boys and girls entrusted to our care.

### Third

**WE BELIEVE** that a proper professional spirit will prompt all teachers to become members of our State Teachers' Association, and the National Teachers' Association.

### Fourth

**WE HOLD** that teachers in act and conversation should so govern themselves that the profession be given the confidence of the public.

### Fifth

**MUTUAL RESPECT** and loyalty should characterize the relationship among members of the profession. The high honor of the profession should be the personal charge of each teacher.

### Sixth

**WE INSIST** that each teacher should be a progressive student of education and should regard teaching as a profession and a career.

### Seventh

**IT IS INCUMBENT** upon all class-room teachers to secure full standard professional training, and upon all school supervisors and administrators to pursue advanced specialized courses to fit themselves better for their positions.

### Eighth

**IT IS PERFECTLY PROPER** at all times for teachers to seek preferment and promotion by legitimate means; but any sort of endeavor to establish a reputation or to obtain a position by innuendo, exploitation, complimentary press notices, or advertisement, is undignified and unprofessional.

### Ninth

**WE RECOMMEND** "equal salaries for equal service" to all teachers of equivalent training, experience and success.



Nathan Hale  
Teacher, Patriot, Martyr.

His love for his fellow men made of him a teacher, highly appreciated by parents and pupils.

We had thought "never to quit his chosen profession but with his life." When his love for humanity called him to another post he resigned his school and became a captain in the Continental army and offered his blood as freely as he had consecrated his life-work to the good of humanity.

His last words, "I regret only that I have but one life to give to my country" will teach to all Americans through all times the sublimity of a complete sacrifice.

This is to certify that

*Mary Smith*

is a member of THE MISSOURI STATE TEACHERS ASSOCIATION for the year ending July, 31.

### Tenth

**WE BELIEVE** that a teacher should take no step toward a specific position until the place has been declared officially, legally, and conclusively vacant.

### Eleventh

**IT IS UNPROFESSIONAL** for a teacher to underbid, knowingly, a rival in order to secure a position.

### Twelfth

**IT IS UNPROFESSIONAL** for a teacher to offer destructive criticism to the administration, to other teachers, or to patrons about a fellow teacher or about the management of the school in general. All criticism should be constructive in character and voiced to the proper authority and only for the purpose of remedying an existing evil. Therefore it becomes equally unprofessional not to report to the administration matters that involve the best interests and well being of the school.

### Thirteenth

**WE HOLD** that it is unprofessional for a teacher to violate a contract. Unless the consent of the school is obtained, releasing the obligation, the contract should be fulfilled.

### Fourteenth

**WE BELIEVE** that the moral influence of the Missouri State Teachers' Association should be brought to bear on any teacher whose conduct is not in harmony with our authorized code of Professional Standards and Ethics. We recommend that a committee of three be appointed by the Executive Committee of the State Teachers' Association to investigate charges or reports of violation of this code of Ethics as heretofore set forth, and to render to the Executive Committee a decision sustaining the said charges or reports or exonerating the teacher. This committee shall be appointed at the written request of any teacher against whom such reports or charges have been made, or at the written request of any teacher desiring to charge another teacher with the violation of the Code of Ethics. We further recommend that the results of such investigation on the part of said committee shall be published in our authorized paper, "The School and Community"; provided this act of publication receive a majority vote of the Executive Committee, of the Missouri State Teachers' Association.

## Free to Missouri Teachers

**THE ABOVE CODE** of Ethics printed in larger type on a sheet of good paper eleven by thirteen inches suitable for framing or posting will be sent to you upon your request. These are printed by order of the Executive Committee and at the request of the Committee on Professional Standards and Ethics. It is believed that one of these should be found conspicuously placed in every school room. It is almost as important that the pupils and patrons know the standards for which you and the profession stand as it is that you know them.

A postal card or letter will bring you a copy by return mail. Address the SCHOOL AND COMMUNITY, Official Organ Missouri State Teachers Association, Columbia, Missouri.

**County Choruses.**

One of the objectives of the Music Division of the State Department of Education for the year is the organization of County Choruses. It is suggested that children in the elementary and rural schools be taught the eight songs listed below. During the spring months all the children in the county will be brought together for a song fest. This may be used in connection with rural graduation or any type of county school day program.

Susy, Little Susy  
 Carry Me Back to Old Virginny  
 Swing Low, Sweet Chariot  
 Comin' Thru the Rye  
 Old Folks at Home  
 Crade Song (Brahms)  
 Sailing Song  
 America

A small book containing these songs may be secured from the Pupils' Reading Circle, Columbia, Missouri.

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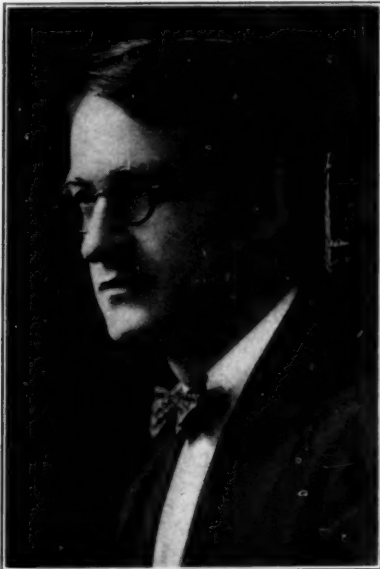
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# ITEMS OF INTEREST



**President John L. Bracken.**

Mr. Bracken who was recently elected President of the Missouri State Teachers Association is Superintendent of Schools at Clayton. In this position he has made for his city a school system that stands high among the best of the nation.

## PHYSICAL EDUCATION TEACHERS ORGANIZE.

During the Kansas City Convention the teachers of physical education in Missouri voted to organize themselves into a Missouri State Physical Education Association. This is their first attempt to perfect an organization the purpose of which will be to promote and further the cause of physical education in the state. This movement was started last year when a committee was formed to draw up a constitution and by-laws.

Fifteen persons joined the association and elected an executive council composed of Chairman, Lester Warren, Kansas City; Vice-Chairman, Mildred Wright, Warrensburg; Secretary-Treasurer, Lucille Osborne, Jefferson City and Members-at-Large, Herschel Hartly, Springfield and Helen Manley, University City.

Superintendent Heber U. Hunt of Sedalia will teach during the summer of 1931 in the University of Tennessee, according to present plans. Mr. Hunt who spent the past summer on the faculty of this university has recently had an invitation to return for next summer's work.

## ELEVEN MISSOURI PUPILS WILL GET ESSAY AWARDS.

The Highway Education Board has announced that eleven Missouri school children and one teacher were notified that they had been winners in the Ninth Annual Safety Essay and Safety Lesson Contest conducted by this Board. The essay contest was on the subject, "What Am I Doing to Set a Good Example in Safety on Highways?" and was open to all children of the fifth, sixth, seventh and eighth grades who were under fourteen years of age. The best essay from Missouri was written by Catherine Farrenkopf of the Immaculate Conception School in Brookfield. She received a prize of \$15.00 and a gold medal. Her paper will be entered in a national competition with the best essays submitted by pupils from other states. Three prizes will be awarded in this group and the prize winner will receive a free trip to Washington and be presented with a gold watch.

Mrs. Mary C. Clark, a teacher in the Glasgow School, St. Louis was awarded first honor in the safety lesson contest. The lesson title was "Teaching the Essentials of Street and Highway Safety". Mrs. Clark will receive an honor certificate and her lesson will be entered in the national contest. The first prize in this contest will consist of a trip to Washington with all expenses paid and a check for \$500.00.

Frances Lansiedel of the Foster School in Warrensburg was awarded the second honor in the pupil contest and will receive a silver medal and a check for \$10.00. There were nine third prize winners for Missouri, each of whom will receive \$5.00 and a bronze medal. They were Lucille Bowker, Nevada; Margaret Pieper, Boonville; Anna Sirkus, Hempstead School, St. Louis; Louise Griffen, Oakwood; Mildred Trentham, Ash Grove; Esther Weaver, Sarcoux; Loretta Neuner, Freeburg; Josephine Bartlett, Marshall; Jerome Lawbaugh, Eldon.

The prizes were awarded by the National Automobile Chamber of Commerce.

## C. F. Peak Dies.

Superintendent C. F. Peak died at the home of relatives in Warrensburg on December first. He had been ill for about ten weeks. Mr. Peak had been engaged in school work in Missouri for several years and was widely known in school circles throughout the state. For the past several years he had been in charge of the schools of Deepwater in Henry county. Formerly he served as superintendent at Alton, Houston and Licking. In recent years he has spent a part of his vacation periods traveling for a publishing house.



## FLAG PUBLICATIONS OF A NEW KIND

In the words of U. S. Commissioner of Education William J. Cooper, "Education for Citizenship is an objective quite generally approved by educators, at least for school systems maintained at public expense. There is wide divergence of opinion, however, on the best methods of accomplishing this end, and still less unanimity on the instructional material suitable. Yet all would agree, I think, upon the importance of including in such courses some information about the United States Flag."

We all know that numerous schools in the Country have in their libraries one or more Flag books and one or more Flag charts hanging on their walls. We also know that any authority on the history and symbolism of the Flag will tell you that almost without exception these Flag books and wall charts contain inaccuracies. It is, of course, needless to comment on the perniciousness of imparting inaccurate information to pupils.

It is, therefore, pleasing to know that the leading military author of the United States, Colonel James A. Moss, U. S. Army, retired, a soldier who has followed on the battlefields of three wars the flying folds of "Old Glory"; a man who has been a student of the history of the Flag of his Country; a man who, since his cadet days at West Point, has been trained in accuracy—it is, indeed, pleasing that such a man has prepared for use in schools, publications that are the last word in Flag literature.

These publications, all profusely illustrated and presented in popular, entertaining form, include "THE FLAG OF THE UNITED STATES: Its History and Symbolism"; "THE AMERICAN FLAG: Its Glory and Grandeur"; a Flag broadside; and an unusually complete and attractive Flag wall chart.

All of these articles have been highly commended by a number of State superintendents of instruction and other outstanding educators in all parts of the Country.

In his foreword to "THE FLAG OF THE UNITED STATES: Its History and Symbolism" U. S. Commissioner of Education states that it is the first Flag book he has ever seen that is suitable for school use, and he recommends the book to all teachers.

These Flag publications are published by The United States Flag Association, which is headed by the President of the United States as Honorary President General, and the primary purpose of their publication is to promote American patriotism and good citizenship. Any profits which may accrue from their sale are used in carrying on the patriotic work of The United States Flag Association. With the view of introducing these publications into the school system of the country special discounts are given schools. Anyone who may be interested in this unusual Flag literature can get full information from The United States Flag Association, Washington, D. C.

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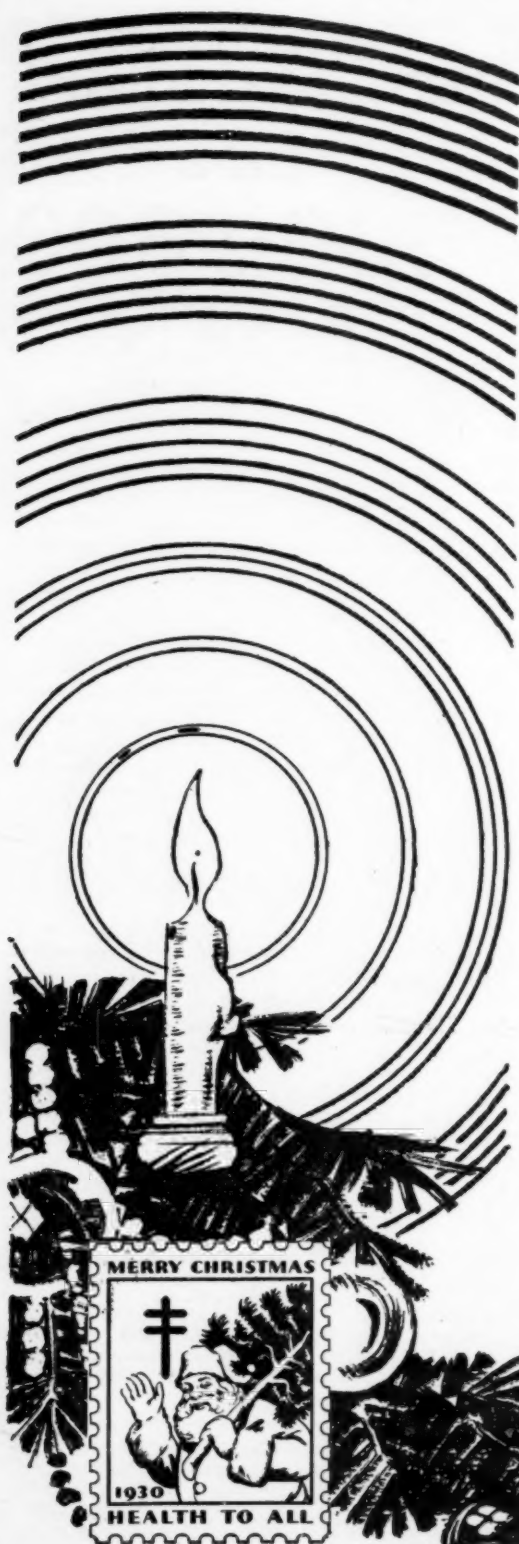
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## LIFE MEMBERS

The Life Membership fee in the Missouri State Teachers Association was changed from \$20.00 to \$40.00 by the passage of the following Amendment to Article XI of the Constitution and By-Laws of the Missouri State Teachers Association:

"Section 1. The annual membership dues of this Association shall be two dollars (\$2.00) and shall include subscription for the year to the official publication of the Association. Life membership dues shall be forty dollars (\$40.00) and shall include life subscription to the official publication. The receipts from life memberships shall be invested by the Executive Committee and the interest only shall be used."

The following are the list of life members at the time of the adoption of this section, November 14, 1930:

Mrs. Hermia F. Adams	Browning, Mo.	L. A. Eubank	Kirksville, Mo.
W. H. Allison	Columbia, Mo.	I. N. Evard	Marshall, Mo.
Sam A. Baker	Jefferson City, Mo.	Miss Inez C. Franklin	215 W. Armour, Kansas City, Mo.
Charles J. Britton	5368 Cabanne, St. Louis, Mo.	Clara A. Granneman	Berger, Mo.
Jacques Bronfeubruner	Washington Univ., St. Louis, Mo.	Albert Ross Hill	529 Summit, Kansas City, Mo.
Willie Roberta Bruner	Asheville, Mo.	Louis Ingold	Columbia, Mo.
F. J. Burney	Houston, Mo.	Daisy Johnson	Nevada, Mo.
John M. Campbell	Tiff, Mo.	J. P. Kay	California, Mo.
W. T. Carrington	Jefferson City, Mo.	Wilbur P. Kimbley	Winigan, Mo.
E. M. Carter	Columbia, Mo.	Lloyd King	Monroe City, Mo.
Bracy V. Cornett	316 E. Jefferson, Kirksville, Mo.	James A. Koontz	Joplin, Mo.
Byron Cosby	707 E. Normal Ave., Kirksville, Mo.	Jno. Laidlaw	1922 Calumet Ave., Chicago, Illinois
Grover M. Cozean	Fredericktown, Mo.	Chas. A. Lee	Jefferson City, Mo.
John N. Crocker	Sedalia, Mo.	Mrs. Lena Weage Leeson	635 W. 1st Street, Maryville, Mo.
Oglesby Custer	Springfield, Mo.	Martha M. Letts	1217 W. 4th Street, Sedalia, Mo.
S. E. Davis	Dillon, Montana	Sterling A. Lewis	6426 Virginia, St. Louis, Mo.
W. G. Dillon	Jefferson City, Mo.	W. O. Lewis	Liberty, Mo.
Tillah Olga Dunn	Bloomfield, Mo.	Isidor Loeb	Washington Univ., St. Louis, Mo.
Zelma Duan	5907 Julian, St. Louis, Mo.	Ida Rebecca Luetzen	488 N. Pacific, Cape Girardeau, Mo.
J. D. Elliff	Columbia, Mo.	Mrs. Julia C. Mason	Paris, Mo.
D. C. Elliott	Independence, Mo.	Lowell M. McAfee	Fairfield, Iowa
A. F. Elsea	Canton, Mo.	Cloyd N. McAllister	Berea, Kentucky
L. R. Ernst	6058 Kingsbury, St. Louis, Mo.	P. J. McKinley	St. Charles, Mo.
		George Melcher, Board of Educ. Bldg.,	Kansas City, Mo.
		Miss Mattie Montgomery	Sedalia, Mo.
		W. E. Moore	Shelbina, Mo.
		Christena Ramsey	Novelty, Mo.
		Marie Rathmon	3101 Shenandoah, St. Louis, Mo.
		Ira Richardson	Greeley, Colorado
		W. C. Sebring	Springfield, Mo.
		B. G. Shackelford	4475 W. Pine, St. Louis, Mo.
		Anna L. Swartz	Edina, Mo.
		F. M. Underwood	3942 Conn., St. Louis, Mo.
		Wm. M. Valentin	2150 Oregon, St. Louis, Mo.

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 \*Mrs. J. M. Greenwood ----- Kansas City, Mo.  
 \*Mrs. Mary E. Griffin ----- Kansas City, Mo.  
 \*H. H. Holmes ----- Kansas City, Mo.  
 \*Luther Hardaway ----- Marceline, Mo.  
 \*Wm. H. Lynch ----- Springfield, Mo.

\*Deceased.

### NATIONAL SURVEY OF TEACHER SUPPLY

Under the direction of the United States Commissioner of Education, William John Cooper and Dr. Edward S. Evenden of Columbia University, associate, a nation-wide survey of the qualifications of teachers, the relation between teacher supply and demand, and the facilities available and needed for teacher training in the United States, has just begun. The 71st Congress appropriated \$200,000 for the purpose of this study, the results of which will offer the most comprehensive picture of the American teacher that has ever been drawn. Inquiry forms will be sent to 1,000,000 teachers besides thousands of state, county and city school officials during the school year 1930 and 1931.

The survey, undertaken at the suggestion of the American Association of Teachers Colleges and Deans of Schools and Colleges of Education, will be carried out with the advice of the following board of consultants:

Dr. William C. Bagley, Teachers College, Columbia University

### BOOK REVIEWS

**BURNT OFFERING**, by Jeanne Galzy, published by Brentano's. Price \$2.50.

This is a novel, the winner of the 1930 Brentano prize, which prize was won by "Black Magic" and the "Hill of Destiny" in the two preceding years. The translation is by Jacques Le Clercq.

The heroine of the story is a French school teacher and the novel pictures her estrangement from her true womanly vocation, motherhood. It is an idyllic story and strongly portrays the sacrifice made and the torture endured by a host of unmarried women whose maternal impulses have had no adequate expression. The mere story, without didactic statement or argument, keeps prominently in the mind of the reader the right of woman to motherhood and its corollary the right of teachers to marry.

The plot is so very simple that it almost escapes notice, but the descriptions have a subtle suggestiveness which grips the heart and causes one to feel with the heroine her deep maternal emotions and to question the justice and value of social traditions which bind noble, virile women of the teaching profession to a life of celibacy.

Dr. W. W. Charters, Ohio State University  
 President George W. Frasier, Colorado State Teachers College

Dean William S. Gray, University of Chicago

Dean M. E. Haggerty, University of Minnesota

Dean Henry W. Holmes, Harvard University

State Superintendent John A. H. Keith, Pennsylvania

Dean William W. Kemp, University of California

President W. P. Morgan, Western Illinois State Teachers College

Dr. Sheldon Phelps, George Peabody College for Teachers

President D. B. Waldo, Western State Teachers College, Kalamazoo, Michigan

Dr. Benjamin W. Frazier, Senior Specialist in Teacher Training in the United States Office of Education will act as administrative assistant in this study.

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**THE INDUCTION AND ADAPTATION OF COLLEGE FRESHMEN**, by James Conelese Miller, The University of Missouri Bulletin, Education Series number 31, Nov. 10th, 1930, 109 pages.

A study in a selected group of universities, colleges, teachers colleges, and junior colleges, of the type of activities and procedures employed in the induction and adaptation of first year students. The study considers the following areas of adjustment:

1. Before the student enters
2. Freshman week
3. Orientation and survey courses
4. Freshman guidance
5. Freshman reaction to the adapting process.

The author carefully selected his groups of schools. By personal visitation and by correspondence he was able to gather this valuable material. The study was conducted on an objective basis. Personal opinion of the author, unless based on findings, does not enter.

This study will be immediately valuable to universities, teachers colleges, colleges and junior colleges, in planning their programs for the induction and adaptation of their first year students. This study may be obtained from the University of Missouri.

W. W. Carpenter.

**DIAGNOSTIC AND REMEDIAL TEACHING in Arithmetic**. By Leo J. Brueckner. Published by The John C. Winston Company, Philadelphia. List price \$2.00.

It would seem that this book should be on

the desk of every teacher of arithmetic to be used in the solution of the many individual and class problems that such a teacher has to deal with.

It is well known that proper diagnosis of errors and the application of carefully planned remedial teaching is the most efficient method for overcoming individual difficulties in arithmetic. This book indicates the possible difficulties, shows the teacher specifically how to locate them and gives her complete suggestions for their cure.

The conscientious teacher equipped with the assistance this book can give her should be able to greatly improve the results of her teaching of arithmetic and thus remove one of the most prevalent causes of pupil retardation.

**CHARACTER AND CAREER**. By Wm. Gardiner. Published by the Ruth Publishing Company. Price \$3.00.

Mr. Gardiner, a well known Missouri school man has produced in this book a compendium of principles and statements of procedure upon which character and careers are founded and built. The book represents a prodigious amount of careful and conscientious work on the part of the author. Eighty-one pages deals with "Making the Most Out of a Vocation". Some twenty pages are given over to a very concrete and helpful discussion of "Manners". Nearly one hundred fifty pages are used in well written and interesting biographies of some three dozen of America's most prominent and successful business and professional men.

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This is a book that is deserving a place in every library to which young people have access. More than that it should be known well enough by teachers to enable them to inspire and direct the reading of it by young men and boys whom it will help. This quotation, from Chas. M. Schwab, upon which my eye happens at this moment to fall might help even the teacher to be a better teacher:

"I have never seen a man who could do real work except under the stimulus of encouragement and enthusiasm and the approval of the people for whom he is working."



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SOUTHEAST MISSOURI STATE TEACHERS COLLEGE, Cape Girardeau, Mo.  
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# CHARACTER AND CAREER

By William Gardiner, Author of GETTING A FOOHOLD, TIMELY SUGGESTIONS, AND PLAIN BOB AND A JOB

The most important part of any teacher's work is the moulding of character and the teaching of ideals. Students will forget facts gleaned from books, but they will never forget the teacher who takes an interest in their future welfare. Superintendents, principals, vocational directors, and teachers (city or rural) will find Gardiner's CHARACTER AND CAREER chock-full of good material for commencement addresses, assembly talks, and private conferences with students. A glance at the table below shows that something needs to be done.

CONDITION	NUMBER OF MEN					
Age	25	35	45	55	65	75
Dead	0	5	16	20	36	63
Wealthy	0	20	4	3	4	2
Earning a living	100	75	65	46	5	0
Rich	0	0	0	1	1	1
Dependent on Others	0	0	15	30	54	34
TOTALS	100	100	100	100	100	100

The table shows what happens on the average to each 100 healthy men at the age of twenty-five who have to earn a living. Ten years later 5 are dead, 20 are wealthy, and 75 are still dependent upon each day's work for a living. Forty years later or at the age of sixty-five 36 are dead, 4 are wealthy, 1 is rich, 5 are able to earn a living, and 54 are dependent on others for all or a part of the essentials for existence. It is far better to put a fence at the top of the precipice than it is to place ambulances at the foot of the cliff; consequently it is better to start young people off in the right direction than it is to provide almshouses for them in old age.

It would be a great thing for the rising generation if Congress would pass a law requiring every family and every teacher to have a copy of "Character and Career." —Walt Mason, LaJolla, California.

I am confident "Character and Career" will be one of the books in my library which will be used over and over. It has some excellent material for a variety of occasions.

—Prin. L. W. Williams, University High School, University of Illinois.

I think "Character and Career" is a very valuable book.

—Benjamin F. Buck, Ass't Supt. of Schools, Chicago, Illinois.

I am encouraging my teachers to put one or more copies of "Character and Career" in their school libraries as it is a wonderful source of information and inspiration for character education.

—J. V. Minor, County Supt., Huntsville, Missouri.

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